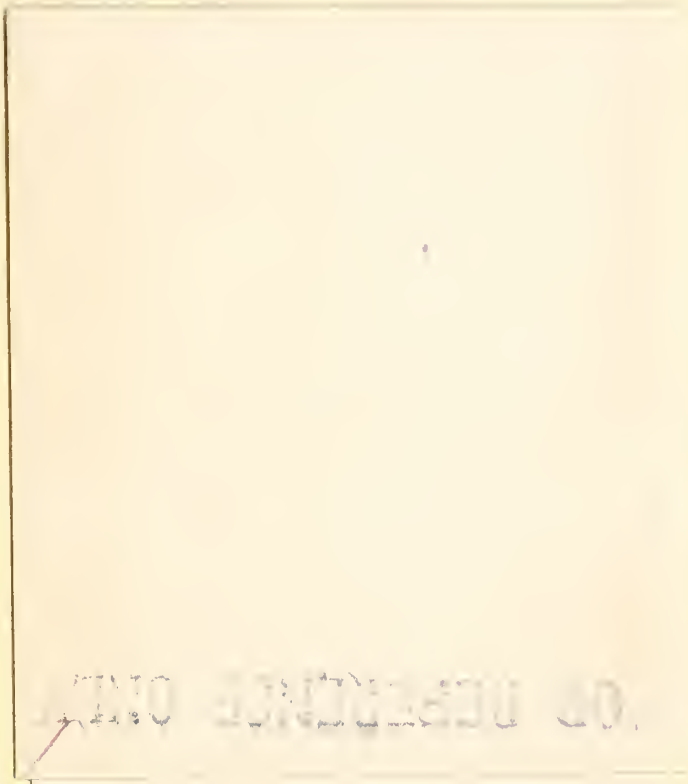

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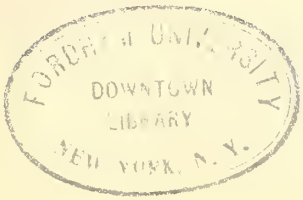

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SEPTEMBER, 1929

Fordham University

BULLETIN OF INFORMATION

1928-1929

CATALOGUE OF
THE UNIVERSITY
WITH ANNOUNCEMENTS
FOR 1929-1930

Published by
FORDHAM UNIVERSITY
FORDHAM, NEW YORK, N. Y.

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GENERAL CONTENTS

PART I. Officers of Administration of the University

PART II. Catalogue of St. John's College

PART III. School of Law Announcement

PART IV. College of Pharmacy Announcement

PART V. { Catalogue of Teachers' College and Graduate School, Business Administration and Social Service

PART VI. Summer School Announcement

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PART I

OFFICERS OF ADMINISTRATION 1928-1929

FORDHAM UNIVERSITY

OFFICERS OF ADMINISTRATION

THE REV. WILLIAM J. DUANE, S.J.,
President

THE REV. CHARLES J. DEANE, S.J.,
Vice-President and Dean,
St. John's College (College of Arts and Sciences)

THE REV. JOSEPH T. KEATING, S.J.,
Treasurer

IGNATIUS M. WILKINSON, A.B., LL.B., LL.D.,
Dean, School of Law

THE REV. MILES J. O'MAILIA, S.J.,
Dean, Graduate School, Teachers' College
and School of Business Administration

JACOB DINER, PhG., M.D., LL.D.,
Dean, College of Pharmacy

THE REV. MATTHEW L. FORTIER, S.J.,
Dean, School of Sociology and Social Service

PART II

CATALOGUE

ST. JOHN'S COLLEGE

JULY, 1929

Fordham University

BULLETIN OF INFORMATION

CATALOGUE OF

St. John's College

1929-1930

Published by
FORDHAM UNIVERSITY
FORDHAM, NEW YORK, N. Y.

University Charter

On March 7, 1907, an amendment was made to the College Charter by the following act of the Regents:

UNIVERSITY OF THE STATE OF NEW YORK

Amendment to Charter of St. John's College, Fordham

Having received a petition made in conformity to law and being satisfied that public interests will be promoted by such action, the Regents, by virtue of the authority conferred on them, hereby amend the charter of St. John's College, Fordham, by changing its corporate name to

FORDHAM UNIVERSITY

And giving to its Medical department the name of Fordham University, School of Medicine; to its Law department the name of Fordham University, School of Law; and to its Collegiate department the name of Fordham University, St. John's College.

In witness whereof, the Regents grant this amendment to charter No. 1808, under seal of the University, at the Capitol in Albany, March 7, 1907.

St. Clair McKelway,
Vice-Chancellor.

A. S. Draper,
Commissioner of Education.

Recorded and took effect 2.30 p. m., March 7, 1907.

CATALOGUE OF
ST. JOHN'S COLLEGE
COLLEGE OF ARTS AND SCIENCES
OF
FORDHAM UNIVERSITY

CONTENTS

University Charter 2
Calendars, 1929-1930 6
Academic Calendar 7
Expenses 9
Historical Statement 12
Executive Officers 13
The Faculty 14
Scholarships 18
System of Education 22
Requirements of Admission 27
Requirements for the A.B. and B.S. Degrees 29
Schedule of Periods Per Week 30
Outline of Courses 31
College Organizations 68
Eighty-fourth Annual Commencement 80
Degrees Conferred 81
Honors and Prizes 92

Calendar for 1929

JANUARY

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Calendar for 1930

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ACADEMIC CALENDAR

1929

Sept. 15	Sunday	Resident Sophomore and Freshman Students return before 6 P. M.
Sept. 16	Monday	Opening of School for Sophomores and Freshmen. Schola Brevis, 9 A. M. Examinations for removal of conditions for upper classes. Freshman Week.
Sept. 17	Tuesday	Examinations for removal of conditions for upper classes. Freshman Week. Resident Junior Students return before 8 P. M.
Sept. 18	Wednesday	Opening of School for Juniors. Schola Brevis, 9 A. M. Examinations for removal of conditions for upper classes. Freshman Week.
Sept. 19	Thursday	Examinations for removal of conditions for upper classes. Freshman Week.
Sept. 20	Friday	Examinations for removal of conditions for upper classes. Freshman Week.
Sept. 23	Monday	Opening of School for Seniors. Schola Brevis, 9 A. M.
Sept. 27	Friday	Solemn Mass of the Holy Ghost.
Sept. 30	Monday	Sodalities and Societies reorganize.
Oct. 12	Saturday	Columbus Day.
Oct. 29	Tuesday	Opening of Annual Retreat.
Nov. 1	Friday	All Saints' Day. Close of Annual Retreat.
Nov. 5	Tuesday	Election Day.
Nov. 15	Friday	Minor Logic Specimen. End of First Quarter.
Nov. 28	Thursday	Thanksgiving Day.
Dec. 8	Sunday	Feast of the Immaculate Conception.
Dec. 12	Thursday	Presentation of Annual Play.
Dec. 13	Friday	Presentation of Annual Play.
Dec. 20	Friday	Christmas Recess begins.

1930

Jan. 6	Monday	Christmas Recess ends. Final Examination in English Composition, for First Semester, 9 A. M.
Jan. 7	Tuesday	General Repetitions begin.
Jan. 17	Friday	End of Second Quarter.
Jan. 22	Wednesday	Examinations for First Semester begin.
Jan. 31	Friday	Semester Holiday.

Feb. 3	Monday	Second Semester begins.
Feb. 12	Wednesday	Lincoln's Birthday.
Feb. 22	Saturday	Washington's Birthday.
Feb. 28	Friday	Annual One-Act Play Contest.
Mar. 5	Wednesday	Ash Wednesday.
Mar. 7	Friday	Annual Oratorical Contest.
Mar. 17	Monday	St. Patrick's Day.
Mar. 21	Friday	Philosophical Disputation. End of Third Quarter.
Apr. 4	Friday	Annual Freshman One-Act Play Contest.
Apr. 9	Wednesday	Annual Glee Club Concert.
Apr. 16	Wednesday	Easter Recess begins.
Apr. 28	Monday	Easter Recess ends. Final Examination in English Composition for Second Semester, 9 A. M.
May 12	Monday	General Repetitions begin. Senior Examinations begin.
May 16	Friday	End of Fourth Quarter.
May 21	Wednesday	R. O. T. C. Demonstration Drill.
May 28	Wednesday	Sodality Mass and Reception.
May 29	Thursday	Ascension Thursday.
May 30	Friday	Decoration Day.
June 8	Sunday	Baccalaureate Sermon.
June 11	Wednesday	Commencement.

OPENING OF SCHOOLS, SCHOLASTIC YEAR 1930-1931

Sept. 15	Monday	Opening of School for Sophomores and Freshmen.
Sept. 17	Wednesday	Opening of School for Juniors.
Sept. 22	Monday	Opening of School for Seniors.

EXPENSES

(Note: All fees, unless otherwise noted, are for the whole scholastic year.)

Board*	$450.00
Tuition	200.00
Furnished Room and Attendance:	
St. John's Hall—Upper Classmen only—	
Suite of three rooms (two students, each)	250.00
Single room (two students, each)	160.00
Other Residence Halls—	
Single room, with running water (two students, each)	160.00
Single room, without running water (two students, each)	135.00

Additional Expenses

Registration fee (payable once)	5.00
Student activities fee	30.00
Athletic fee	20.00
Laboratory fee for Physics	20.00
" " " Biology	25.00
" " " Chemistry, Inorganic	20.00
" " " " Qualitative	25.00
" " " " Quantitative	20.00
" " " " Organic	25.00
" " " " Physiological	20.00
Breakage deposit for Physics	10.00
" " " Biology	10.00
" " " Chemistry, each course	25.00
Condition examinations, each subject	2.00
Condition examinations and tests taken on other than scheduled date	5.00
Fee for late registration	5.00
Extra courses, per credit point	7.50
Graduation fee	20.00
Attendance in college infirmary, per day†	2.00
Fee for first record of student's work for any year	1.00
Fee for each additional record	2.00

*Laundry must be cared for by students.

†The use of rooms in the college infirmary with attendance does not include professional services.

All charges are payable half-yearly in advance, *i. e.*, on or before the 1st of October and on or before the 6th of February.

No deduction will be made for lateness of arrival in either semester for a period of less than one month; nor will any deduction be made on account of withdrawal before the end of a semester, except in case of sickness or dismissal.

Books, stationery, etc., may be obtained at the college at current prices; they will not, however, be furnished by the college unless a deposit for this purpose be made with the Treasurer.

Such deposit should be made at the time of registration.

No money will be advanced to any student beyond the amount deposited for him with the Treasurer.

No student will be allowed to take examinations, nor receive any degree, diploma, or certificate whatsoever until his financial accounts have been previously and satisfactorily settled.

Resident students will not be allowed to remain at the college during the Christmas and Easter holidays.

Regulations for the Distribution of Rooms

No room will be reserved for a student unless the application for the same be accompanied by a deposit of $10. This deposit is credited on first semester statement. Applications may be handed in at any time; yet, in order that students in residence during the year may have time to consult with their parents or guardians about their return the following year, no assignment of rooms will be made before July 1. The former holder of a room will have claim on that room until July 1. If by that time the room be not engaged by him it will be considered vacant. The earliest applicant will have the right to any vacant room, providing his application be accompanied by $10, as above prescribed.

In case two students apply at the same time for the same room, the senior applicant will be given the preference.

The right to a room for which a deposit has been made expires if the room is not occupied the evening before the opening of schools.

In case a student who has made a deposit decides not to enter the college he should send notification before September 1. After that date deposits will not be returned.

All students in the college who do not reside at home, or with immediate relatives, or with guardians, are required to live in the University Residence Halls.

HISTORICAL STATEMENT

St. John's College, Fordham University, New York, was founded by Archbishop Hughes upon the old Rose Hill Farm at Fordham, and formally opened on St. John the Baptist's Day, June 24, 1841. On April 10, 1846, an act of incorporation was passed by the New York Legislature, granting the College the power to "confer such literary honors, degrees or diplomas as are usually granted by any university, college or seminary of learning in the United States."

For the first five years of its existence the College was conducted by the diocesan clergy of New York, but in June, 1846, the property was purchased by the Fathers of the Society of Jesus. Since then the institution has been under the direction of the Jesuits.

On June 21, 1904, with the consent of the Regents of the University of the State of New York, the Board of Trustees authorized the opening of the Schools of Law and Medicine. The first classes in both of these departments were begun in the fall of 1905.

In 1911, the College of Pharmacy was opened, and in 1916 the Graduate School, Teachers' College and the School of Social Service. The Medical School was discontinued in 1921. The latest departments are the Summer School and the School of Business Administration.

St. John's College, the College of Pharmacy, the Bronx Division of the Law School and the Summer School are at Fordham Road, Bronx, New York City; all the other departments are in the Woolworth Building, 233 Broadway, New York City.

OFFICERS

1928-1929

THE REV. WILLIAM J. DUANE, S.J.
PRESIDENT

THE REV. CHARLES J. DEANE, S.J.
VICE-PRESIDENT AND DEAN

THE REV. ARTHUR V. SHEA, S.J.
DEAN OF DISCIPLINE

THE REV. JOSEPH T. KEATING, S.J.
TREASURER

THOMAS A. REILLY, A.B., LL.B.
REGISTRAR

THE FACULTY
1928-1929

ANTHONY M. AMBROSE, PH.D.
INSTRUCTOR IN PHYSIOLOGICAL CHEMISTRY, RESEARCH LABORATORY

REV. JOSEPH ASSMUTH, S.J.
PROFESSOR OF BIOLOGY, HISTOLOGY, EMBRYOLOGY AND PHYSIOLOGY

GEORGE BACHARACH, SC.D.
PROFESSOR OF ORGANIC CHEMISTRY

WALTER L. BATTEN, A.B.
INSTRUCTOR IN ETHICS, SENIOR YEAR

CAPT. JOSEPH C. BERGER, INF. RES.
INSTRUCTOR IN MILITARY SCIENCE AND TACTICS

RALPH L. BERUBE, B.S.
INSTRUCTOR IN FRENCH AND SPANISH, FRESHMAN YEAR

CAPT. NAPOLEON BOUDREAU, C.A.C.
ASSISTANT PROFESSOR OF MILITARY SCIENCE AND TACTICS

EDMUND F. BOWEN, C.P.A.
INSTRUCTOR IN BUSINESS ADMINISTRATION

JOHN TAYLOR BREEN, A.B., LL.B.
PROFESSOR OF PUBLIC SPEAKING, SENIOR YEAR

FRANCIS J. BROGAN, PH.D.
PROFESSOR OF QUALITATIVE ANALYSIS

JOHN P. CARROLL, S.J.
PROFESSOR OF GREEK, SOPHOMORE YEAR

VINCENT F. CLANCY, A.B.
INSTRUCTOR IN PHYSICAL TRAINING

JOHN F. COFFEY, A.B., LL.B.
INSTRUCTOR IN PHYSICAL TRAINING

JOHN E. CONBOY, M.D.
ATTENDING PHYSICIAN

WILLIAM J. CONWAY, M.S.
INSTRUCTOR IN QUALITATIVE ANALYSIS

REV. IGNATIUS W. COX, S.J.
PROFESSOR OF ETHICS, SENIOR YEAR

J. GERARD CREGAN, A.B.
INSTRUCTOR IN PUBLIC SPEAKING, FRESHMAN YEAR, AND ENGLISH, SOPHOMORE YEAR

MARK T. CROWLEY, M.S.
ASSISTANT PROFESSOR OF BIOLOGY, HISTOLOGY, EMBRYOLOGY AND COMPARATIVE ANATOMY, AND PROFESSOR OF BOTANY

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PROFESSOR OF PHILOSOPHY AND RELIGION, JUNIOR YEAR

REV. CHARLES J. DEANE, S.J.
PROFESSOR OF RELIGION, FRESHMAN AND SENIOR YEARS

REV. ATLEE F. X. DEVEREUX, S.J.
PROFESSOR OF ENGLISH, FRESHMAN YEAR, AND RELIGION, SENIOR YEAR

BASILE G. D'OUAKIL, M.A.
PROFESSOR OF FRENCH AND SPANISH, FRESHMAN AND SOPHOMORE YEARS

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PROFESSOR OF PHILOSOPHY AND RELIGION, JUNIOR YEAR

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PROFESSOR OF LATIN AND RELIGION, FRESHMAN YEAR

REV. THEODORE T. FARLEY, S.J.
PROFESSOR OF PHILOSOPHY AND RELIGION, JUNIOR YEAR

*REV. JOHN H. FASY, S.J.
PROFESSOR OF ETHICS, SENIOR YEAR

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PROFESSOR OF RELIGION, FRESHMAN AND SOPHOMORE YEARS

RICHARD J. FOY, A.B.
ASSISTANT PROFESSOR OF HISTORY, SOPHOMORE YEAR

REV. AUGUSTUS M. FREMGEN, S.J.
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PROFESSOR OF LATIN AND RELIGION, SOPHOMORE YEAR

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REV. EDWARD J. HANRAHAN, S.J.
PROFESSOR OF PHILOSOPHY AND RELIGION, JUNIOR YEAR

LIEUT. COLONEL JAY PAUL HOPKINS, C.A.C.
PROFESSOR OF MILITARY SCIENCE AND TACTICS

WILLIAM P. HURLEY, B.S.
PROFESSOR OF PHYSICS, FRESHMAN YEAR

WALTER A. HYNES, Sc.D.
PROFESSOR OF GENERAL CHEMISTRY

**Died December 22, 1928.*

ALBERT F. KAELIN, M.A.
ASSISTANT PROFESSOR OF GREEK AND GERMAN, FRESHMAN AND SOPHOMORE YEARS

WILLIAM J. KELLY, S.J.
PROFESSOR OF LATIN AND ENGLISH, FRESHMAN YEAR

EUGENE A. KING, A.B.
ASSISTANT PROFESSOR OF MATHEMATICS, FRESHMAN AND SOPHOMORE YEARS

C. GORDON LAMUDE, A.B., LL.B.
ASSISTANT PROFESSOR OF LATIN, SOPHOMORE YEAR

GEORGE H. LEONARD, A.B.
ASSISTANT PROFESSOR OF ENGLISH, FRESHMAN AND SOPHOMORE YEARS

GABRIEL M. LIEGEY, A.B.
ASSISTANT PROFESSOR OF LATIN, ENGLISH AND FRENCH, FRESHMAN YEAR

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PROFESSOR OF PHYSICS, JUNIOR YEAR

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INSTRUCTOR IN PSYCHOLOGY, SENIOR YEAR

JAMES H. McCABE, A.B.
ASSISTANT PROFESSOR OF LATIN AND ENGLISH, FRESHMAN YEAR

REV. HENRY A. McGARVEY, S.J.
PROFESSOR OF LATIN, ENGLISH AND RELIGION, FRESHMAN YEAR

EUGENE H. McCAULIFF, JR., M.S.
INSTRUCTOR IN QUANTITATIVE ANALYSIS

CHARLES B. McGRODDY, JR., A.B.
INSTRUCTOR IN ENGLISH, SOPHOMORE YEAR

WILLIAM T. McNIFF, M.A.
PROFESSOR OF PHYSICS, SOPHOMORE YEAR

JOHN F. MAHONEY, B.S., C.P.A.
PROFESSOR OF BUSINESS ADMINISTRATION

REV. MICHAEL J. MAHONY, S.J.
PROFESSOR OF HISTORY OF PHILOSOPHY, SENIOR YEAR

REV. RICHARD MARTIN, S.J.
PROFESSOR OF INORGANIC CHEMISTRY

JAMES A. MULLEN, M.S.
INSTRUCTOR IN BIOLOGY, HISTOLOGY, EMBRYOLOGY AND BACTERIOLOGY

WALTER J. MULLIN, B.S.
ASSISTANT PROFESSOR OF PHYSICS

REV. JOSEPH A. MURPHY, S.J.
PROFESSOR OF PSYCHOLOGY, SENIOR YEAR

JAMES J. O'BRIEN, A.B.
INSTRUCTOR IN LATIN, SOPHOMORE YEAR, AND FRENCH, FRESHMAN YEAR

JOSEPH V. O'NEILL, A.B., LL.B.
ASSISTANT PROFESSOR OF MATHEMATICS AND GREEK, FRESHMAN YEAR

FRANCIS S. QUINLAN, PH.D.
ASSISTANT PROFESSOR OF GENERAL CHEMISTRY

FRANCIS B. RUDDY, A.B.
INSTRUCTOR IN PHYSICS

FRANCIS A. SCHAEFER, M.A.
ASSISTANT PROFESSOR OF LATIN AND GREEK, FRESHMAN YEAR

ALBERT L. SCHEIBELHUT, A.B.
INSTRUCTOR IN MATHEMATICS, SOPHOMORE YEAR, AND GERMAN, FRESHMAN YEAR

REV. ARTHUR V. SHEA, S.J.
PROFESSOR OF RELIGION, FRESHMAN YEAR

JOSEPH R. SHERLOCK, A.B.
INSTRUCTOR IN PSYCHOLOGY, SENIOR YEAR

CARL P. SHERWIN, M.S., M.A., SC.D., M.D., DR.P.H., LL.D.
PROFESSOR OF BIOCHEMISTRY AND DIRECTOR OF RESEARCH LABORATORY

WILLIAM T. SHIELDS, A.B.
PROFESSOR OF ECONOMICS, JUNIOR AND SENIOR YEARS

REV. JAMES A. TAAFFE, S.J.
PROFESSOR OF ENGLISH AND RELIGION, SOPHOMORE YEAR

SAMUEL F. TELFAIR, JR., M.A.
PROFESSOR OF HISTORY, SOPHOMORE, JUNIOR AND SENIOR YEARS

JOHN G. TYNAN, S.J.
PROFESSOR OF PHYSICS, SOPHOMORE YEAR

JOHN M. VICK, A.B.
INSTRUCTOR IN FRENCH, FRESHMAN AND SOPHOMORE YEARS, AND SPANISH AND GERMAN, FRESHMAN YEAR

REV. JOSEPH B. WALSH, S.J.
PROFESSOR OF PHILOSOPHY AND RELIGION, JUNIOR YEAR

JULIUS M. WINSLOW, PH.D.
PROFESSOR OF EDUCATION, JUNIOR AND SENIOR YEARS

LEO K. YANOWSKI, M.S.
PROFESSOR OF QUANTITATIVE ANALYSIS

REV. DEMETRIUS B. ZEMA, S.J.
PROFESSOR OF HISTORY, SOPHOMORE YEAR

SCHOLARSHIPS

To found a full resident-student scholarship the sum of twenty thousand dollars is required. Day-student scholarships require five thousand dollars. Partial scholarships may also be established, yielding three-fourths, one-half, or one-quarter of the income of a full scholarship. Students holding a partial scholarship will be required to pay the amount their scholarships fall short of the full tuition. Those not prepared to found a partial scholarship may be able to pay the annual tuition for one day-student.

To give a bright and deserving boy an opportunity to receive a thoroughly Catholic education, and so aid him to become a better Christian and a better citizen, ought to urge friends of Catholic education to found Scholarships, and so accomplish lasting good for the individual and for society, while helping us to make our great work self-supporting and permanent.

Students holding scholarships are required to maintain an average of at least 75 per cent.; failure to do so entails forfeiture of the scholarship.

Further particulars regarding the subject-matter of the examinations, etc., will be forwarded on application.

Scholarships for the assistance of students of St. John's College have been endowed as follows. Unless otherwise stated, the endowment is in perpetuity:

The Rev. Patrick F. Dealy, S.J., Scholarship, founded by the Hon. William R. Grace in memory of the Rev. Patrick F. Dealy, S.J.

The St. Ignatius Scholarships, four in number, endowed to assist students from the parish of St. Ignatius Loyola in the City of New York.

The Rt. Rev. Henry A. Brann, D.D., Scholarship, founded by the Rt. Rev. Henry A. Brann, D.D., A.B., '57, LL.D., '91. Appointed by the Rector of St. Agnes' Church, New York City.

The Class of 1884 Scholarship.

The Rev. Michael Cunningham Scholarships, two in number.

The Mooney Scholarship, founded by John Mooney in memory of his father and mother, Patrick and Bridget Mooney.

The O'Donnell Scholarship, founded by Neil and Hugh O'Donnell.

The Andrew J. Heide Scholarship, founded by Henry J. Heide in memory of his son, Andrew J. Heide, '05.

The McCusker Scholarships, four in number, founded by Miss Mary V. McCusker, in memory of herself, her father, mother and sister. Appointed by executor of the estate.

The Arthur H. Murphy Scholarship, No. 3, founded in memory of Arthur H. Murphy.

The Peter McDonnell Scholarship, founded by members of the McDonnell family, in memory of their father, Peter McDonnell.

The Rev. W. G. Read Mullen, S.J., Scholarship.

The John Joseph Scott Scholarship.

The Rev. Joseph Shea, S.J., Scholarship.

The Rev. Michael A. Tully, S.J., Scholarship.

The Alfonso De Navarro Scholarship.

The Peter F. Meyer Scholarship.

Scholarships Donated Yearly, But Not Funded

The Knights of Columbus Scholarships, donated by the New York State Council and the New York City Chapters of the Knights of Columbus.

The John H. Griffin Scholarship, donated by William V. Griffin, in memory of his father, John H. Griffin.

The Alumni Sodality Scholarship.

The Vincent A. Brady Scholarship, donated by the Class of 1915, Fordham Prep.

The University Scholarships, awarded by the University of the State of New York.

The Holy Name Society of the Police Department Scholarship. Awarded to a son of a member of the Society.

Queensboro Lodge, B. P. O. Elks, Scholarship. Appointed by the Lodge.

The Maryland-New York Province Examination Scholarship.

The Regis High School Scholarships.

Funded Scholarships

Scholarship	*Holder (1928-1929)*
The Rev. Patrick F. Dealy, S.J.	*Raymond J. Diskin, '31*
The St. Ignatius Loyola Parish	*John P. King, '30*
The St. Ignatius Loyola Parish	*Thomas P. Cullinan, '31*
The St. Ignatius Loyola Parish	*James A. Malloy, '31*
The St. Ignatius Loyola Parish	*John J. O'Keefe, '32*
The Rt. Rev. Henry A. Brann, D.D.	*James H. McKay, '32*
The Rev. Michael A. Cunningham, No. 1	*Joseph H. Coenen, '31*
The Mooney	*John P. Gavan, '31*
The O'Donnell	*Joseph A. Murphy, '30*
The Andrew J. Heide	*Richard J. Nevin, '29*
The Patrick McCusker	*John K. Purcell, '30*
The Sarah E. McCusker	*Elwood F. Daly, '30*
The Peter McDonnell	*James L. Winn, '32*
The Peter McDonnell	*Charles E. Oberle, '32*
The Arthur H. Murphy, No. 3	*Eugene C. Orth, '32*
The John Joseph Scott	*Vincent A. Carlin, '31*
The Rev. Joseph Shea, S.J.	*James D. Ivers, '30*
The Class of 1884	*John P. Lane, '31*
The Rev. W. G. Read Mullen, S.J.	*Daniel M. Green, '31*
The Alfonso de Navarro	*John J. Cahill, '32*
The Alfonso de Navarro	*Richard J. Sexton, '32*
The Peter F. Meyer	*Paul V. Conboy, '29*

Scholarships Donated Yearly, Not Funded

Scholarship	*Holder (1928-1929)*
The Knights of Columbus (Isabella Council) . .	*Samuel F. Bocon, '29*
The Knights of Columbus (N. Y. State Council)	*William J. Burke, '30*
The Knights of Columbus (N. Y. State Council)	*James F. Coleman, '29*
The Knights of Columbus (N. Y. State Council)	*William J. Curtis, '29*
The Knights of Columbus (N. Y. State Council)	*William L. Lynch, '30*
The Knights of Columbus (N. Y. State Council)	*John P. McManmon, '31*
The Knights of Columbus (N. Y. State Council)	*Philip M. Ryan, '31*
The Knights of Columbus (Hoboken Council) .	*Froncis A. Dohn, '30*
The Knights of Columbus (Long Island Chapter)	*George P. Finster, '30*
The Knights of Columbus (New York Chapter) .	*Williom F. Lynch, '30*
The Knights of Columbus (New York Chapter) .	*George V. Swift, '30*
The Knights of Columbus (New York Chapter) .	*Horold W. Syms, '31*
The Knights of Columbus (New York Chapter) .	*George T. McNomoro, '32*
The University of the State of New York . . .	*James Altieri, '29*
The University of the State of New York . . .	*Samuel F. Bacon, '29*
The University of the State of New York . . .	*John T. Cuff, '29*
The University of the State of New York . . .	*George P. Finster, '30*
The University of the State of New York . . .	*Daniel M. Green, '31*
The University of the State of New York . . .	*Andrew F. Quinn, '30*
The University of the State of New York . . .	*Edword P. Whalen, '29*
The University of the State of New York . . .	*James J. White, '31*
The University of the State of New York . . .	*Horold W. Syms, '31*
The University of the State of New York . . .	*Joseph C. DiFiore, '29*
The University of the State of New York . . .	*James C. LaPorta, '32*
The University of the State of New York . . .	*Jos. F. X. Monohon, '30*
The University of the State of New York . . .	*Eugene C. Orth, '32*
The Holy Name Society, Police Department . .	*Edward J. McGrath, '30*
The Holy Name Society, Police Department . .	*John J. Hoyes, '31*
The Holy Name Society, Police Department . .	*Joseph P. Reynolds, '29*
The Holy Name Society, Police Department . .	*Lowrence T. Kelly, '32*
The Regis High School	*Denis R. Lee, '30*
The Regis High School	*Joseph V. Gollagher, '30*
The Regis High School	*Cyril R. Ryon, '29*
The Regis High School	*Patrick J. Crowley, '32*
The B. P. O. Elks, Queensboro Lodge	*Jomes J. Trovers, '29*
The B. P. O. Elks, Queensboro Lodge	*Froncis C. Moore, '31*
The B. P. O. Elks, Queensboro Lodge	*Thomos F. Ring, '32*
The Maryland-New York Province	*John A. Murphy, '29*
The Vincent J. Brady	*Nicholas T. Landers, '29*
The Alumni Sodality	*Poul B. Carroll, '29*

SYSTEM OF EDUCATION

The educational system of ST. JOHN'S COLLEGE is substantially that of all other Colleges of the Society of Jesus. Those who are desirous of making either a scientific or historical study of that system have abundant sources of information in the following works: *Monumenta Germaniæ Pedagogica,* Vols. II, V, IX, XVI; *Un Collège de Jésuites,* par C. De Rochemonteix, S.J. For a shorter commentary on the Ratio Studiorum, the reader is referred to *Jesuit Education* by Robert Swickerath, S.J.

The subjoined brief outline of the underlying principles of the system, the dominant features of its method and the object aimed at by its teaching, will give a general idea of its purpose.

Education, in its complete sense, is understood by us as the full and harmonious development of the intellectual, moral and physical powers of man. It is not, therefore, mere instruction or the acquisition of knowledge, although instruction and the acquisition of knowledge necessarily accompany any right system of education. But the gaining of knowledge is a secondary, or at any rate, a concomitant, result of education. Learning is an instrument of education, not its end. The end is culture, and mental and moral development.

Hence, such instruments of education, that is, such studies, sciences or languages, are chosen as will effectively further the end proposed. These studies are selected, moreover, only in such numbers as are sufficient and helpful to ensure a gradual and natural development of the student's powers. A student who is to be educated will not be forced, in the short period of his college course and with his immature faculties, to study a multiplicity of the languages and sciences into which the vast world of modern knowledge has been divided. If two or more sciences, for in-

stance, give similar training to some mental faculty, that one is chosen which combines the most effective training, with the largest and most fundamental knowledge.

The purpose of the mental training given is not proximately to fit the student for some special employment or profession, but to give him such a general, vigorous and rounded development as will enable him to cope successfully even with the unforeseen emergencies of life. While giving the mind stability, it tends to produce mental elasticity, the lack of which is one of the most hopeless and disheartening results of specialism in students who have not brought to their studies the uniform mental training given by a systematic college course. The studies, therefore, are so chosen and communicated that the student shall gradually and harmoniously reach, as nearly as may be, that measure of culture of which he is capable.

It is fundamental in the system of the Society of Jesus that different studies have distinct and peculiar educational values. Mathematics, the Natural Sciences, Language and History are complementary instruments of education to which the doctrine of equivalence cannot be applied. The specific training given by one cannot be supplied by another.

Furthermore, Language and History have always been held in esteem as leading factors in education. Mathematics and the Natural Sciences bring the student into contact with the material aspects of nature, and exercise the inductive and deductive powers of reasoning. Language and History effect a higher union; they are manifestations of spirit to spirit, and by their study and for their acquirement the whole mind of man is brought into widest and subtlest play. The acquisition of Language especially calls for delicacy of judgment and fineness of perception, and for a constant, keen and quick use of the reasoning powers. A special importance is attached to the classic tongues of Rome and Greece. As these are languages with a structure and idiom remote from the language of the student, the study of them lays bare before him the laws of thought and logic, and requires attention, reflec-

tion and analysis of the fundamental relations between thought and grammar. In studying them the student is led to the fundamental recesses of language. They exercise him in exactness of conception in grasping the foreign thought, and in delicacy of expression in clothing that thought in the dissimilar garb of the mother-tongue. While recognizing, then, in education the necessity and importance of Mathematics and the Natural Sciences, which unfold the interdependence and laws of the world of time and space, the Jesuit system of education has unwaveringly kept Language in a position of honor as an instrument of culture.

Lastly, the system does not share the illusion of those who seem to imagine that education, understood as an enriching and stimulating of the intellectual faculties, has a morally elevating influence in human life. While conceding the effects of education in energizing and refining imagination, taste, understanding and powers of observation, we have always held that knowledge and intellectual development of themselves have no moral efficacy. Only religion can purify the heart, and guide and strengthen the will.

The Jesuit system of education, then, aims at developing, side by side, the moral and intellectual faculties of the student, and sending forth to the world men of sound judgment, of acute and rounded intellect, of upright and manly conscience. And since men are not made better citizens by the mere accumulation of knowledge, without a guiding and controlling force, the principal faculties to be developed are the moral faculties. Moreover, morality is to be taught continuously; it must be the vital force animating the whole organic structure of education. It must be the atmosphere the student breathes; it must suffuse with its light all that he reads, illuminate all that is noble, expose what is base, and give to the true and the false their relative light and shade.

In a word, the purpose of Jesuit teaching is to lay a solid substructure in the whole mind and character for any superstructure of science, professional and special; as well as for the upbuilding of moral, civil and religious life.

The Student Counsellor

One of the Fathers of the Faculty is appointed as counsellor or adviser of the students. His principal duty is to direct the spiritual activities of the College and the various religious societies and sodalities, in regard to which he exercises much the same supervision as the Prefect of Discipline exercises in his department.

He provides opportunities for the students to receive the Sacraments in addition to the times assigned for the general student body.

He is, in a special sense, the friend and adviser of the students, not only in matters directly spiritual, but also material and temporal; in their studies, their social duties, and in other intimate and personal matters as each one may wish.

One of the questions of highest importance to every College graduate is the wise choice of a profession or vocation according to one's character, talents and attractions, both natural and supernatural. No student with a serious outlook on life will fail to determine, well in advance of his graduation, the career which, under God's providence, will best assure his temporal success and his eternal happiness. In this matter the assistance of the Student Counsellor will be invaluable. His hours will be arranged to afford ample opportunity of conferring with him.

Library

The Library contains 110,000 volumes, of which 45,000 have been carefully selected for the use of the students.

Religious Training

The College authorities are convinced that without religion there can be no education in the true sense of the word, that is to say, no complete and harmonious development of the intellect and heart of man. They hold, furthermore, that religious truth, being definite and certain, may be taught with as much exactness as language or philosophy. Hence, the study of Christian Doctrine is required, and lectures on Religion are given twice a week. Moreover, all are required to attend regularly to their religious duties.

Attendance

The Fall session begins on or about the second Wednesday in September; the Spring session, February 1. The daily sessions begin at 9 A. M. Punctual attendance is required. Parents and guardians should know that absence, even when excusable, affects class standing. **Students who are not present 85% of a semester will not receive any credit for the work of the semester. No student is permitted to enter class late. An absence from a class exercise which has the effect of prolonging a vacation or holiday will be recorded as two absences.**

Examinations and Promotions

Examinations are held semi-annually, in January and in June. Philosophy examinations are both written and oral; in all other branches, they are written only. The final examination of the year is comprehensive.

Promotions are made only at the beginning of the year. They are determined by the student's record for recitations and written work during the course of the entire year, combined with the results of the mid-year and final examinations.

Any student who fails to receive a passing mark in the semester average in any subject is considered a failure in that subject, and must repeat that subject-matter before promotion.

Conditions are allowed in the final examinations in a limited number of subjects. Conditions must be satisfactorily removed in February for students deficient in the first semester, and in September for students deficient in the second semester, or such students will not be allowed to proceed with their class. Only one condition examination will be allowed. Under certain circumstances they may repeat the entire semester, taking all courses over again. The mark for a condition examination is never over 60%. Those absent from a condition examination are not allowed another examination.

No student is allowed to take more than five years in which to obtain his degree. He may repeat a year only once during his course, and may not repeat any other year later.

REQUIREMENTS FOR ADMISSION

Candidates for admission to the Freshman Class must present evidence of their graduation with diploma from a four-year day high school course in a school accredited by the New York State Regents. They must also submit a detailed record of their high school work. This record must represent at least 15 units distributed over four full years, and must be accompanied by a certification by the principal that the student is qualified for higher studies. It is expected that such certification will not be given to those who have received a grade of less than 75% in their last year of high school. Students must also furnish certificates of good moral character, and of honorable withdrawal from the school they last attended.

A unit of credit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work.

The credits offered for entrance into the regular Freshman Class must include the following subjects:

For A.B. Course		For B.S. Course	
Latin	3 or 4 units	English	3 or 4 units
English	3 or 4 units	Algebra	2 or 1 unit
Algebra	2 or 1 unit	(at least through quadratics)	
(at least through quadratics)		Plane Geometry	1 unit
Plane Geometry	1 unit	Trigonometry	½ unit
Trigonometry	½ unit	Modern Language	2 or 3 units
Modern Language	2 or 3 units	History	1 unit
History	1 unit		

The remaining units may be made up from any standard high school subjects except commercial and manual training courses.

Applicants may be admitted without Trigonometry and Modern Language, at the discretion of the Board of Admissions, in which case they will be required to take these subjects as extra courses, in addition to the other requirements during their Freshman and Sophomore years. Extra charge will be made for each course.

Admission to Advanced Standing

A candidate for admission to advanced standing from other institutions of collegiate rank must present, first, a catalogue of the college from which he comes, and, second, an official certificate showing his entrance credits at that institution and his college record in each subject taken.

He must have completed creditably at least one entire year in a school of collegiate grade.

He must have taken the courses in Latin, (Greek), English and Philosophy as prescribed in the curriculum, and also Trigonometry, if not a part of his high school course. For other subjects an equivalent may be accepted at the discretion of the Board of Admissions.

No one will be admitted under any circumstances to a standing higher than that represented by the completion of the Junior year.

REQUIREMENTS FOR THE A.B. AND B.S. DEGREES

In order to receive the degree of A.B. or B.S. a student is required to complete successfully an amount of work equivalent to 130 credits. A credit represents one hour per week for one semester, except when the class period is conducted in the style of a conference or seminar, in which case fewer credits are allowed. In laboratory work two hours are estimated as the equivalent of one lecture period.

On or before May 15 each year, every candidate for these degrees must select, with the advice of his Faculty Adviser, the Electives to be followed during the last two years of his course. Each one must notify the Dean in writing of his choice before the above date. All students who register after this date must pay a late registration fee of three dollars.

A student's choice of Electives once filed is supposed to be final. If a change becomes necessary, it can be made before the first recitation of the course involved by securing the proper blank from the Registrar, getting the approval of the Adviser, and filing the change with the Registrar. A fee of one dollar will be collected for each change of subject made at the student's own request, except in cases where change is the result of new courses being added to the curriculum.

Students intending to enter professional schools should consult the catalogue of the school they intend to enter and choose their Electives accordingly. No one will be recommended to professional schools who does not attain an average of 75% in all subjects.

SCHEDULE OF PERIODS PER WEEK
1929-1930

(All periods are at least 50 minutes in duration)

A.B. Course

	1st Semester	2nd Semester	Credits Allowed
FRESHMAN YEAR			
English	4	4	6
Greek or Math.	4	4	6
Latin	5	5	8
Modern Language	4	4	6
Public Speaking	1	1	2
Religion	2	2	2
	20	20	30
SOPHOMORE YEAR			
Chemistry	4	4	8
English	4	4	6
Greek or Math.	4	4	6
History	3	3	6
Latin	5	5	8
Religion	2	2	2
	22	22	36
JUNIOR YEAR			
Philosophy Courses	9	9	16
Physics	5	5	10
Religion	2	2	2
Electives	3	3	6
	19	19	34
SENIOR YEAR			
Ethics	5	5	8
Psychology	5	5	8
Religion	2	2	2
Electives	6	6	12
	18	18	30

B.S. Course

	1st Semester	2nd Semester	Credits Allowed
FRESHMAN YEAR			
Chemistry	4	4	8
English	3	3	6
Mathematics	4	4	6
Mechanics	3	3	6
Modern Language	4	4	6
Religion	2	2	2
	20	20	34
SOPHOMORE YEAR			
Chemistry	4	4	6
English	3	3	6
History	3	3	6
Math. or Biol.	4	4	8
Physics	4	4	6
Religion	2	2	2
	20	20	34
JUNIOR YEAR			
Chemistry	4	4	8
Philosophy Courses	9	9	16
Religion	2	2	2
Electives	3	3	6
	18	18	32
SENIOR YEAR			
Ethics	5	5	8
Psychology	5	5	8
Religion	2	2	2
Electives	6	6	12
	18	18	30

Physical Training, two periods a week (one unit of credit a semester), is compulsory for Freshman and Sophomore Classes except for those taking Military Science.

Military Science (R. O. T. C.) elective; if chosen, will be allowed two units of credit a semester for Basic Course; four units a semester for Advanced Course.

OUTLINE OF COURSES

PHILOSOPHY

COURSE I. Dialectics or Formal Logic.—*Junior Year. Nine periods a week, one-half semester.*

1. *Preliminary Notions.* Philosophy, Logic natural and acquired, Minor Logic and Dialectics.

2. *The First Act of the Mind—Simple Apprehension.* Simple apprehension and allied notions. Classification of simple apprehensions. The outward expression of ideas.

3. *The Second Act of the Mind—Judgment.* The nature of judgment. Laws that regulate the distribution of subject and predicate. Modal propositions. Relative properties of propositions. Aequipollence or Equivalence of propositions. Conversion of propositions.

4. *The Third Act of the Mind—Reasoning.* Nature of the act of reasoning. Expression of the act of reasoning. Rules of the syllogism. Moods and figures. Reduction. Hypothetical syllogism. The disjunctive syllogism. Abridged and conjoined syllogisms. Induction, Methods of induction. Argument from analogy, Fallacies. Definition. Division.

5. *Method.* Definition. Rules of method.

COURSE II. Criteriology or Applied Logic.—*Junior Year. Nine periods a week, one-half semester.*

1. *Truth.* Definition of truth. Truth completely possessed in the judgment only. Logical falsity. Ideas never false. Judgments may be false.

2. *Certitude.* Nature of certitude. Metaphysical, physical, and moral certitude. Natural and philosophical certitude. Uni-

versal scepticism. Methodic doubt. The primary principle, fact and condition of all knowledge.

3. *Sources of Certain Cognition.* Consciousness. The senses. Ideas. Criticism of Kant's synthetic *a priori* judgments. Intellect. Reason. Memory. Human testimony and belief. Historical criticism. Auxiliary sciences of history. Processes of indirect research. Textual criticism.

4. *Universals.* Nominalism. Conceptualism. Ultra-Realism. The true doctrine on universals.

5. *Criterion of Truth.* Blind impulse to believe. Sentimentalism. Traditionalism. Objective evidence.

COURSE III. General Metaphysics.—*Junior Year. Nine periods a week, one-half semester.*

1. *Being.* The concept of being. Analogousness of being. Essence and existence. Possibility, internal and external. Source of internal possibility.

2. *Attributes of Being.* Unity. Individuality. Identity and distinction. Truth of being. Goodness of being. Evil in being a privation.

3. *The Categories of Being.* Substance and accident. Hypostasis and personality. Distinction between nature and person. Separability of accident from substance. Principal accidents and their divisions. Quantity. Quality. Relation.

4. *Causes of Being.* Intrinsic and extrinsic causes. Principle of causality.

5. *The Perfection of Being.* Simple and compound being. Necessary and contingent being. Finite and infinite being. Order and beauty.

COURSE IV. Cosmology.—*Junior Year. Nine periods a week, one-half semester.*

1. *Origin of the World.* Pantheistic theories. Materialistic views. Possibility of creation. Fact of the world's creation in time.

2. *Laws of Nature.* Reality of activity in inorganic bodies, Design in nature. Intrinsic final tendencies of natural bodies. Contingency of physical laws. Nature, possibility and cognoscibility of miracles.

3. *Theory of Matter and Form.* Atomism. Dynamism. Substantial changes. Nature and properties of primal matter and of substantial form. The compound.

4. *Nature and Properties of Inorganic Bodies.* Quantity. Continuity. Formal effect of Quantity. Space and Place. Time, Eternity and Eviternity. Sensible qualities of corporeal substances.

5. *Existence of Bodies in Space.* Reality of existence of bodies in space. Compenetration and replication of bodies.

COURSE V. PSYCHOLOGY.—*Senior Year. Five periods a week, one and one-half semesters.*

1. *The Problem of Life in General.* Characteristics of living and non-living matter. Mechanical theories of life. Vitalism, Neo-Vitalism. The Scholastic doctrine.

2. *The Structure and Functions of the Nervous System of Man.* The general arrangement of the nervous system. Nerves. The peripheral end-organs. The spinal cord. The brain.

3. *The Reflex Mechanism and Its Bearing on Psychological Problems.* The facts of reflex action. Their purposive character and the so-called objective criterion of mind. Reflexes and voluntary actions, sensori-motor and ideo-motor actions, expressive movements, instinctive and impulsive actions. The physical basis of habit. The automaton theory. The principle of conservation of energy and mental control over bodily actions.

4. *The Localization of Functions in the Brain.* History of the problem. Modern methods and results. Motor and sensory areas.

The so-called "silent areas." Speech centers. The various forms of aphasia. Acquired functions. The process of learning. Problems of child psychology.

5. *Sleep and Dreams.* History of the problem. Various theories of sleep; its physiological and psychological significance. Experimental investigation of dreams.

6. *Hypnotism.* The facts and the various theories. The so-called hypnosis of animals.

7. *Nature and Kinds of Sensations.* Classification of the senses. External and internal senses. Mueller's, Weber's and Fechner's laws. Experimental investigation of association and memory. The Associationist school. Experimental investigation of the various sensations. Space, perception and modern theories on the subject. The scholastic doctrine concerning sensation.

8. *Emotions.* Experimental investigations and the scholastic doctrine.

9. *Intellectual Life.* Theories of psychic elements in the light of the psychological experiment. Methods of investigation. The work of the Wurzburg school. Essential distinction between intellect and sense. The scholastic doctrine in the light of physiological and experimental data. Sensationalists, Associationists, Materialists, Monists, Psychophysical Parallelists, Positivists, Empiricists, Evolutionists. Brutes have no reasoning power.

10. *The Three Elements of Intellectual Life.* Simple apprehension, judgment and reasoning. The objects, primary and secondary, of the intellect.

11. *The Origin of Ideas.* Theory of innate ideas; Plato, Descartes, Leibnitz, Rosmini, Cousin, Fichte, Hegel, Schelling, Kant. Ontologism; Malebranche, Gioberti, Ubaghs. Traditionalism; De Bonald, Bonnetti, Ventura. The scholastic Aristotelian doctrine. The process of abstraction; the scholastic doctrine in the light of modern investigations.

12. *Judgment and Reasoning.* The scholastic doctrine. Experimental analysis of the judicial process; assent and consent. Analysis of Ratiocination. Deduction and Induction. Implicit reasoning.

13. *The Will.* Its essential difference from the sensitive appetite. The object of the will. Motives. Deliberation. Necessary and free acts.

14. *The Nature of Free Will.* The conditions of free choice. The experimental evidence. Moral aspect of free will. Free will, the necessary complement of man's rational nature. The various forms of Determinism. The impediments of free choice. The perversions of the will; crime and insanity.

15. *The Human Soul.* The substantiality of the soul and the so-called "actuality theory." The stream of consciousness. The perception of abiding identity of the Ego. The simplicity of the soul and the recent advances in nerve-physiology. The spirituality of the human soul. The argument from the perception of abstracts and universals. Modern Nominalism. The argument from perfect Psychological reflection. The argument from free will.

16. *Union of Soul and Body.* Aristotelico-Scholastic doctrine. Descartes' doctrine on the seat of the soul. Doctrine of Plato, Malebranche, Locke, Rosmini, etc. Modern theories of "interaction" and psychophysical parallelism.

17. *Origin of the Human Soul.* Traducianism. The scholastic doctrine.

18. *Immortality of the Human Soul.* The natural immortality of the human soul proved from its spirituality. Its actual immortality. Ethical and teleological arguments. The universal belief of mankind and its value as an argument.

COURSE VI. Natural Theology.—*Senior Year. Five periods a week, one-half semester.*

1. *The Existence of God.* Views of the Monotheistic Philosophers on the natural foundation of a reasonable belief in God.

Refutation of so-called Ontological arguments. St. Anselm's argument. Proofs of the existence of an Intelligent First Cause or Personal God. The metaphysical, physical and moral *a posteriori* arguments.

2. *The Essence of God. His attributes.* Infinity, unicity, simplicity, immutability, eternity, invisibility, incomprehensibility.

3. *The Cognition of God.* Its objects, primary and secondary. His cognition of the possibles, of necessary and free future acts, of the futuribles.

4. *The Will of God.* Its objects, primary and secondary. Necessary and free objects. His Will, the principle of creation. The creative power can in no sense be shared by creatures. Divine preservation and concurrence. Divine providence and its relation to existing evil. Scholastic difference as to the manner in which God concurs with creatures.

COURSE VII. Ethics.—*Senior Year. Five periods a week, both semesters.*

A. *General Ethics:*

1. *Definition,* nature, object, scope.

2. *False theories regarding the fundamental principles of Ethics.*

3. *The ultimate intrinsic end of man:* Beatitude; the ultimate extrinsic end of man, God's external glory.

4. *Goodness:* proximate norm, rational nature; ultimate norm, Divine nature. Determinations of goodness.

5. *The Human Act.* Imputability. Merit. Morality of the human act.

6. *The Norm of Morality.* External norm: Law, Eternal, Natural, Positive; Obligation, Divine and human. Internal Norm: Conscience.

7. *Character.* Theological and Moral Virtues.

B. *Special Ethics:*

1. *Duties to God.* Interior and Exterior Worship. Obligation of accepting Divine Revelation.

2. *Duties to Self.* Acquisition of knowledge essential to eternal welfare and performance of duties of life. Duties to preserve health and life.

3. *Duties to Others.* Respect for rights of others to intellectual and moral integrity, to health and life, to good name and property.

4. *Right to Material Things.* Right of private property. Ownership. Socialism and Collectivism.

C. *Sociological Ethics:*

1. *Society in General.* Definition, nature, origin. Material and formal elements. Kinds of Society.

2. *Domestic Society.* Conjugal: nature, primary and secondary purposes. Essential properties, unity and indissolubility. Parental Society: primary purpose, education of children. Right of education of children belongs to parents alone. Duty of civil and religious society.

3. *Industrial Society.* Wages, individual and general norms.

4. *Civil Society.* Origin, genetic, historical, juridical. End.

5. *The State.* End. Primary purpose, to secure the rights and liberty of its members; secondary purpose, to afford equitably the opportunities socially necessary for temporal prosperity. Civil authority.

6. *Government.* Functions and Form. Legislative, executive, judicial. Purposes of government. Forms of government.

7. *The State and Conscience.* Liberty of conscience.

8. *The Church and State.* Their relations.

9. *International Right.* Ethical and juridical duties and rights of nations. International Law.

LATIN

NOTE: The courses in Latin, Greek and English are, for greater educative effect, made parallel as far as possible. The theory of the different forms of literature is presented in the English courses and the classic masterpieces studied in the Latin and Greek courses furnish illustrative material for enforcement of the precepts and for comparative work.

In Senior and Junior years, Latin is not prescribed. Advanced courses may be elected if desired.

In all the language courses the professors may select those authors from the list prescribed, which they wish for the illustration of the precepts in the Sophomore and Freshman years.

COURSE I. Freshman Year. Five periods a week.

AUTHORS—*First Semester:* Cicero, *Pro Archia, De Signis, Second Philippic;* Virgil, *Aeneid,* Books VI-XII. SECOND SEMESTER: Horace, *Odes, Ars Poetica;* Plautus, *Duo Captivi; Pro Marcello;* Livy, *History,* Book XXI; Selections from Latin lyric poets.

COMPOSITION.—Two exercises in Latin prose each week. Some of the exercises are based on Bradley's *Aids to Latin Composition;* the rest will be original themes in imitation of prose authors read in class.

COURSE II. Sophomore Year. Five periods a week.

AUTHORS—*First Semester:* Cicero, *Pro Lege Manilia;* Horace, *Epodes, Satires, Epistles, Carmen Sæculare;* Tacitus, *Agricola,* and for reading at sight, *Germania.* SECOND SEMESTER: Cicero, *Pro Milone* and *Pro Ligario;* Juvenal, *Satires;* Tacitus, *Annales.*

COMPOSITION.—Two exercises in prose each week. Elegant translations. Structural analysis of authors.

COURSE III. Elective for Junior and Senior. Three periods a week.

This course includes wider reading and written translations of Classical and Ecclesiastical Authors; critical and comparative study of the Classics and modern writers of the same class of literature. Special thesis for study and for an essay at the end of the course. Some time to be given to Latin conversation.

AUTHORS—Cicero, *De Oratore;* Plautus, Seneca, *Letters;* Martial; Catullus; Terence; Tacitus; Pliny, *Letters;* Selections from Mediæval and Ecclesiastical Authors. For sight reading, Cicero, *Letters* or Tusculan *Disputations;* Selections from the Latin Fathers and Ecclesiastical Writers. Latin Conversation.

GREEK

COURSE I. Freshman Year. Four periods a week.

AUTHORS—*First Semester:* Plato, *The Apology;* Homer, *Odyssey;* Herodotus, optional reading at sight (Merry, Parts I-V). SECOND SEMESTER: Demosthenes, *Olynthiacs* I, II and III; Euripides, *Hecuba, Alcestis;* Herodotus, optional reading at sight (Merry, Part VI-X).

COMPOSITION.—Written exercises once a week based on Sidgwick's *Introduction to Greek Prose Composition.*

GRAMMAR.—Review of Greek moods and the syntax of dependent sentences. General laws of versification.

COURSE II. Sophomore Year. Four periods a week.

AUTHORS—*First Semester:* Demosthenes, *Philippic* I; Aeschylus, *Prometheus Bound;* Sophocles, *Oedipus Tyrannus;* Thucydides, *Peloponnesian War,* Book II, cc. 1-46. SECOND SEMESTER: Demosthenes, *De Corona,* entire; analysis of oratorical structure and style. Thorough acquaintance with the historical issues at stake. Thucydides, *Peloponnesian War,* Book II, cc. 47-68.

COURSE III. Elective for Junior and Senior. Three periods a week.

This course includes wider reading and translations of the Classics; critical and comparative study of the Classics and modern writers of the same class of literature. Special thesis for study and for an essay at the end of the course.

AUTHORS—Aeschylus, *Agamemnon;* Plato, *Crito and Phaedo;* St. Basil, *Classical Literature.* Plato, *Republic,* Book I; Aristophanes, *Birds, or Frogs or Wasps;* Pindar, *Olympic Odes,* I, II, VI, VII.

ENGLISH

COURSE I. Freshman Year. A.B. Four periods a week.

1. PRECEPTS OF LITERATURE—*Both Semesters.* The definition of Literature. Characteristic qualities of the art. Position of Literature among the other Fine Arts. The four elements of Literature—Emotion, Imagination, Thought and Form; discussion of each element. The finer points of Style, including connotation, economy, suggestion, and the laws governing narration, description and exposition. The division of Literature into Prose and Poetry. The nature and province of Prose. The nature and province of Poetry. The emotional element in Poetry. The function of the imagination. The intellectual element, and points of form. An examination of Epic, Lyric and Dramatic Poetry. General laws of versification, including the standard forms of verse, the ode, the sonnet, the Spenserian stanza, etc. The French forms of verse, the triolet, the rondeau, etc. The one-act play.

2. AUTHORS—*First Semester:* Newman, Ruskin, DeQuincey, Hawthorne, Arnold, Milton (*Lycidas*), Shelley (*Adonais*), Wordsworth and Keats. SECOND SEMESTER: Shakespeare, Spenser, Milton (*Paradise Lost*), Tennyson (*Selections*).

3. TEXT-BOOKS: Connell, *Study of Poetry;* Palgrave, *Golden Treasury.*

4. Composition: One composition in prose or verse to be done each week out of class.

5. History of English Literature:

1. History of English Literature from the Restoration to the present time.

2. Reading and study of the prose writers of the XVIII and XIX Centuries.

6. Oral English. *One period a week throughout the year.*

The study of the fundamentals of voice, action and speech construction, together with the theory and technique of the extempore speech. The aim is to create confidence, and to develop directness and fluency in the discussion on topics of present and vital interest.

COURSE II. Freshman Year. B.S. Three periods a week.

Precepts of Literature—*Both Semesters.* 1. Definition of Literature. Characteristic Qualities of the art. Position among the other Fine Arts. The Four Elements of Literature—Emotion, Imagination, Thought and Form. Discussion of each element. Examination of the essential elements of Style. The division of Literature into Prose and Poetry. The Nature and Province of Prose, as distinct from that of Poetry.

2. Clearness and Effectiveness in Diction, the Sentence and the Paragraph. Laws governing Narration, Description, Exposition and Argumentation.

3. The Outline. Mechanical Arrangement and Structure. Briefs for Argument.

4. Definition and Historical Evolution of the Essay. Thought, Personality, Imagination and Style in Essay Writing. The Familiar Essay and its Various Types. Thought and Style in the Formal and Argumentative Essay.

5. Style and Form in Letter Writing. The essential requisites of the Business Letter. A Study and Analysis of Letter Forms.

6. Versification. The Fundamentals of Versification, including the Standard Forms of Verse—the Ode, Sonnet, Spenserian Stanza, etc.

AUTHORS: Newman, Lamb, DeQuincey, Macaulay, Ruskin and Modern Contemporary Essayists.

COMPOSITION: One composition in Prose or Verse to be done each week outside of class.

One Book Review to be done each month outside of class.

HISTORY OF ENGLISH LITERATURE: Period of Liberalism. Historical and Social Backgrounds. Writers and Literary Forms in the Age of Wordsworth and the Age of Tennyson.

Text-Books: *Golden Treasury* (Palgrave); *College Composition* (Grose).

COURSE III. Sophomore Year. A.B. and B.S. Four periods a week for A.B.; three periods a week for B.S.

1. PRECEPTS OF ORATORY—*First Semester:* Kleutgen, *Ars Dicendi,* pp. 155-317. Coppens, *Oratorical Composition,* pp. 1-194. SECOND SEMESTER: Kleutgen, p. 317 to the end. Coppens (p. 194 to the end.

2. RHETORICAL ANALYSIS—*First Semester:* Burke, *Conciliation with America,* or *Bristol Election.* Cicero, *Pro Lege Manilia.* Demosthenes, *First Philippic;* or *Aeschines, against Ctesiphon.* SECOND SEMESTER: Webster, against Hayne. Cicero, *Pro Milone.* Demosthenes, *De Corona.*

3. AUTHORS—*First Semester:* Shakespeare, *Hamlet,* Analysis of Dramatic Structure. *King Lear,* reading with study of passions involved. Newman, *Second Spring* (style, analysis and imitation), (Donnelly)—both semesters. SECOND SEMESTER: Shakespeare, *Macbeth* (analysis). Shakespeare, *Julius Cæsar* (oratorical study). Bradley, *Oratorical Selections*—both semesters.

4. Composition: Oratorical. Exercises in the application of the Precepts of Rhetoric. Practice in the Drawing of Briefs.

5. History of English Literature. Early English Literature. The Age of Chaucer. The Elizabethan Period. Shakespeare and His Contemporaries.

The following courses in English are elective for Junior or Senior:

COURSE IV. Advanced English Composition.

This course includes reading and composition work in all the forms of English Composition, essay, short story, novel, drama, history, biography, newspaper articles, editorials, text-books. Plans and analyses and chapters of books will be written.

COURSE V. Shakespearian Drama.

A study of the growth and development of Shakespeare's art, with critical reading of representative plays of each period.

COURSE VI. English and American Literature.

A study of the history and ideals of the writers of the eighteenth and nineteenth century, as shown in the works of the principal writers of this period.

COURSE VII. Oral English and Public Speaking.

This course presents a study of the psychological and logical problems of oral persuasion. The analysis of the audience, the analysis of purpose, and the analysis of subject-matter, together with the arrangement and development of speech material, will be emphasized. Presupposes the course of Oral English prescribed in Freshman.

COURSE VIII. Journalism.

The art of writing. News writing and reporting. Feature writing. Editing. Newspaper management.

HISTORY

Sophomore

Three periods a week. First Semester.

Era of Charlemagne to "Reformation," 800-1517 A.D.

Historical Significance of the Roman Empire. Conflict with Christianity. Triumph of Christianity. Migration of Nations. Conquest of Western Roman Empire. Conversion of Barbarians. Growth of Papal Power. Early Celtic Missionary Enterprises. Eastern Roman Empire—Estrangement from Western Europe by heresy and schism.

Reorganization of Western World under Charlemagne. The Papacy and the Holy Roman Empire. Monasticism—its origin and character, its work for civilization.

Feudalism—its origin, nature and influence for good and evil. Moral revival of Eleventh Century. Hildebrand and his successors, their struggle for law and order against forces of anarchy and absolutism. The Lay Investiture Conflict.

The Mediæval Church, its imperial character in temporal as well as spiritual sphere—its wealth and political power, origin and justification of same—its rôle as chief civilizer in every department of human life—its three avenues of energy, the Papacy, Monasticism, the Sacramental System.

Islam, its origin and character, its assaults upon Christian and civilized world. The Crusades, their true nature, causes and effects. The Military Orders and the defense of Christian frontiers against the Moslem. Crusades against heretics. Nature of Mediæval heresies. The Inquisition. True nature and theory of Mediæval religious persecutions.

Social and economic features of the Middle Ages. The Gilds —the rise of Cities and decay of serfdom—the Age of discoveries and Exploration.

Mediæval Education—the origin and development of the University—Mediæval art, literature and science. Scholasticism—

the Friars, their missionary, educational and moral influence—their connection with the Universities. Age of Charity and Benevolence.

Development of Free Institutions in the Middle Ages—the Cortes in the Spanish Kingdoms. The French States General. German Diets. Magna Charta and development of English Parliament. Influence of Roman Canon Law upon European jurisprudence. The Roman Civil Law, its excellencies, its deplorable effect upon Mediæval Liberty, its furthering of Absolutism. The Mediæval concept of the "Catholic Church and Christian State."

Expansion of Europe to East. Entrance of Slavs into Christian Civilization. Formation of National Governments. Dynastic ambitions and wars.

The Renaissance—Christian and Pagan aspects of the Movement—its beneficial and disastrous influences upon later Middle Ages.

SOPHOMORE

Three periods a week. Second Semester.

"The Reformation"

Revolt of Luther (1517). Peace of Westphalia (1648)

Causes and occasions, remote and immediate, of the Religious upheaval of the Sixteenth Century. Contest between Papacy and Philip the Fair. Avignon Residence of the Popes. The Great Western Schism. Lollards and Hussites. The Black Death.

Baneful influence of "Pagan" Renaissance. Growing absolutism of Civil Power, its jealousy of wealth and political position of the Church. Hostility of Commercial Classes to economic teaching and practices of the Mediæval Church. Worldly lives and secular-preoccupation of Renaissance prelates. General weakening of spiritual ties and growth of secularist spirit.

The true character of the Religious Revolution of the Sixteenth Century and its leaders, as seen in the light of modern research contrasted with traditional *ex parte* views.

Luther and Lutheranism—doctrinal errors and reliance upon civil power—Philip of Hesse, Gustavus Vasa. Chaos, religious, social and political, consequent upon preaching of "New Gospel."

Zwingli and Calvin—further development of doctrine. Huguenot intolerance and conspiracy in France—Counter-violence of Catholic party. John Knox and tyrannical measures of the Reformation in Scotland.

Special features of the Reformation in England—Divorce of Henry VIII—Rupture with Rome and reign of terror. Further Protestantization under Edward VI. Reaction under Mary. Ultimate triumph of political-religious compromise under Elizabeth and the Stuarts.

Barbarous efforts to force Protestantism upon Ireland and their final failure.

Catholic Reaction and Counter-Reformation—the Council of Trent—the Jesuits and kindred orders—the Inquisition, its true history and character. Expansion of Catholicism into new lands, India, Japan, Africa and the Americas.

Wars of Religion—internal dissensions and intolerance of Protestants. The Thirty Years' War. Practical effects of the "Reformation" upon European life; liberty, civil and religious: education, literature and progress.

Junior

Elective. Three periods a week.

Eighteenth and Nineteenth Centuries

Peace of Westphalia (1648) to Our Own Times

Rapid Survey of Europe from Peace of Westphalia to French Revolution. Power of France and England. The Stuart Monarchy. Cromwell. Decay of Liberty and Religion.

The French Revolution, its causes and leaders—its earlier good features, its later disastrous effects.

Reorganization of Europe by the Congress of Vienna (1815). Career of Napoleon. Holy Alliance.

Irish Struggle for Land and Liberty—redress of many ancient wrongs. Reforms in English Parliament—expansion of Empire abroad.

Revolutionary outbreaks and gradual growth in Free Government all over Europe. Loss of Temporal Power of the Pope—Unification of Italy and Germany.

Vicissitudes of French Government: Kingdom, Empire, Republic. Extension of Russian Empire.

Entrance of Japan into circle of Great Powers—Immense Industrial and Commercial expansion of Europe. Marvelous growth of the United States from Colonies to a World Power.

Triple Alliance and Entente Cordiale. The Great World War. The New Era.

Senior

Elective. Three periods a week.

American Constitutional History

This covers: (a) a careful study of the nature and content of the United States Constitution itself.

(b) Its historical background, *i.e.,* the Mediæval Catholic political ideals and institutions in which it is rooted, and their later development in England and the Colonies: the proximate history of the Constitution as seen in the deliberations of the Constitutional Convention of 1787, its divergencies and compromises.

(c) The later growth of the Constitution, *i.e.,* the men and controversies that have most conduced to its interpretation, expansion or modification down to the present day.

RELIGION

COURSE I. Freshman Year. Two periods a week.

First Semester: Religion and Revelation. Proofs of a Divine Revelation—Prophecies and Miracles. The Documents of the Christian Religion—the Gospels, their historical value. The Claims of Jesus of Nazareth to Divinity. The Character of Jesus of Nazareth. The Fundamental Doctrines of Jesus of Nazareth. The Proofs of His Divinity—His Prophecies and Miracles. His Resurrection. Various Testimonies to His Divinity. (*Truth of Christianity Series. The Defence of the Catholic Church,* Doyle, pp. 1-158.)

Second Semester: Perpetuating Christ's Doctrines and Mission—Establishment of a Teaching Body. Characteristics of this Teaching Body. Primacy of Peter. Successor of Peter in the Primacy. Christ established a Church. Nature and Characteristics of Christ's Church. Christ's Church Necessary to Salvation. Marks of Christ's Church. Catholic Church Alone has these Marks. Primacy of Christ's Church. Infallibility of the Pope. Church and State. (*Truth of Christianity Series. Defence of the Catholic Church,* Doyle, pp. 159-283.)

COURSE II. Sophomore Year. Two periods a week.

First Semester: Nature and Obligation of Faith. Rule of Faith. Subject Matter of Faith. Existence and Attributes of God. The Trinity. God the Creator. The Manner of the World's Creation. Discussion of Evolution. Purpose of Creation. Descent of Man. Original Justice of our First Parents. (*Truth of Christianity Series. God and Creation,* Chetwood, pp. 27-151.)

Second Semester: Fall of our First Parents. Share of Human Race in the Fall. Original Sin. The Immaculate Conception. Nature and Origin of the Human Soul. The Angels. The Demons. Unlawful and Dangerous Practices regarding Secrets of Nature. Particular and General Judgment. Hell. Purgatory. Heaven. (*Truth of Christianity Series. God and Creation,* Chetwood, pp. 152-272.)

COURSE III. Junior Year. Two periods a week.

First Semester: The Redemption and Incarnation. The Person and Natures of Christ. Divine and Human Wills of Christ. Hypostatic Union. The Mother of God. The Work of the Redemption. Application of Redemption. Grace, its nature and necessity. Sanctifying and Actual Grace. Means of Grace—the Sacraments. Baptism. Confirmation. (*Handbook of Christian Religion,* Wilmers, pp. 245-326.)

Second Semester: The Holy Eucharist—Sacrament and Sacrifice. Penance—Indulgences. Extreme Unction. Holy Orders. Matrimony. (*Handbook of Christian Religion,* Wilmers, pp. 327-378.)

COURSE IV. Senior Year. Two periods a week.

First Semester: Christian Morality. Natural and Positive Law. Ecclesiastical and Civil Law. Conscience. Moral Good and Evil. Vice and Virtue. Capital Sins—Theological Virtues. (*Handbook of Christian Religion,* Wilmers, pp. 397-436.)

Second Semester: Virtue of Religion. Divine Worship. Sins against Religion. Invocation of Saints. Veneration of Images and Relics. The Church and Religious Worship. Christian Duties towards Self and Neighbor. Special Duties. Christian Perfection. (*Handbook of Christian Religion,* Wilmers, pp. 436-494.) Vocation and State of Life.

HISTORY OF PHILOSOPHY

Elective for Senior. Three periods a week.

First Semester: Oriental Philosophy: The Sacred Books of the Chinese. The Vedas and other productions of Indian Literature. The Philosophy of Vedanta, of Samkhya and Yoga, of Nyaya and Vaiseshika. Philosophical Theories of Egypt and of Western Asia.

Greek Philosophy: The Ionic School. The Pythagoreans. The Eleatics. The Sophists. Socrates and the Socratic Schools. Plato. Aristotle. The Epicureans. The Stoics. The Sceptics.

Christian Philosophy: The Gnostics. The Neo-Platonists. The Fathers of the Church.

Scholastic Philosophy: Boethius. St. John of Damascus. Erigena. Avicenna. Averroes. Alexander of Hales. St. Bonaventure. Albertus Magnus. St. Thomas Aquinas. Roger Bacon. Duns Scotus. Raymond Lully. William of Occam. Peter d'Ailly. Tauler, Gerson, Nicholas of Cusa. The Mystics. The Revival of Platonism, of Aristotelianism, of Atomism. The Secular Philosophers. The Political Philosophers.

Second Semester: Modern Philosophy: Descartes and His Followers. Malebranche, Spinoza. Bayle, Cudworth. Locke. Hume. Condillac. Helvetius. Voltaire. The Encyclopedists, Leibnitz. Wolff. Berkeley. Rousseau. The Scottish School. The Transcendentalists: Kant, Fichte, Schelling, and their schools of thought. Herbart and Schopenhauer, Krause and Hegel. The Neo-Kantians. Von Hartmann. Trendelburg. Lotze. Current Philosophical Theories. Neo-Scholastics. Thomistic Philosophy under Leo XIII.

POLITICAL AND SOCIAL SCIENCE

Elective for Junior and Senior. Three periods a week.

I. ECONOMICS. An Introductory Course.

The production, distribution and consumption of wealth. Money. Banking. Domestic and International Trade. A discussion of the various reforms proposed to correct the evils due to present-day production and distribution of wealth.

II. ECONOMICS. An Advanced Course.

The waste and conservation of national resources. Present-day problems pertaining to labor and capital. Railroads. Corporations and Trusts. Stock Exchange. Spending and Saving. Rents, Profits and Interest. Taxation. Wages.

PEDAGOGY

Elective for Junior and Senior. Three periods a week.

I. History of Education:

A general survey of the history of education from ancient times down to the present day. The purpose of this course is to trace educational aims, ideals and practices to their origin and to account for their development.

Particular attention will be given to those national systems and educational movements which have had a marked influence on the schools of to-day.

II. Principles of Education:

This course is intended to be eminently practical. After a brief consideration of the most important principles contributed to education by religion, psychology, logic, biology, sociology and ethics, their practical application to the teacher's work will be examined and illustrated. The following are some of the topics treated: imitation, habit formation and character building; curiosity, attention and interest; the association of ideas and apperception; the fundamental methods of learning; culture vs. efficiency as educational aims.

III. Educational Psychology:

The course considers original nature, instinctive behavior, individual differences, habit formation, memory, imagination, thinking. Problems of transfer of training, measuring result of achievement.

IV. Methods of Education:

General Methods.—Types of Teaching, Drill, Induction, Deduction, Appreciation, Study Lessons: Project Problem: Aids in Learning Process: Motivation; Dramatization; Multiple Sense Appeal; Questioning, Organization of Lesson Plans, Training of Will, Education of Emotion.

Special Methods.—Dynamic factors in the teaching and learning the subjects of the elementary school curriculum. Special emphasis on English, Arithmetic, Geography, History and Nature Study.

BIOLOGY

Required for Sophomore B.S. Elective for Junior and Senior A.B. and B.S.

COURSE I. Two didactic and two laboratory periods a week for both semesters.

Origin of life. Morphology of cell and tissues. Differentiation of tissues. Morphology of organs and their physiological functions. General classification of living beings. Origin of the species. Evolution. Darwinism. Heredity. Weissmann's Germ-Plasm theory. De Vries' Mutation theory. Mendelism. Psychological study of the sensitive knowledge and instinct of animals. Comparative anatomy of vertebrates. Dissection of rabbits, birds, lizards, frogs and fishes. Anatomy of crustaceans, molluscs, arachnids, insects and worms. Study of Protozoa—amœba, paramœcium, vorticella, stylonichæ and euglena. Parasitism, and general knowledge of bacteriology. Fundamental principles of embryology in their relation to evolution.

COURSE II. Two didactic and two laboratory periods a week for both semesters. Elective for Junior and Senior A.B. and B.S.

Histology and Elementary Embryology. The study of the structure of cells, tissues and organs. Origin and maturation of germ cells, fertilization, cleavage and differentiation of tissues, preparation of slides. Elementary embryology, primary germ layers and their derivatives. Micro-technique is stressed.

COURSE III. Comparative Anatomy. One didactic and one laboratory period a week for both semesters. Elective.

Detailed structure of organs: integumentary, skeletal, alimentary, vascular, respiratory, excretory, muscular, nervous and reproductive systems in the different animals; study of the physi-

ology of the different organs; symmetry and asymmetry, habits and life histories. The laboratory work will include preparations of specimens in toto and in section, fixation, embedding, cutting, staining in preparation of sections for microscopic observation; intense training in the use of the microscope for best results.

COURSE IV. Entomology. One didactic and one laboratory period a week for both semesters. Elective.

The Orders of Insects. General anatomy of insects. Importance of Hexapoda in general, and beneficial and injurious insects in particular. Metamorphosis of insects and heteronomous metameric structure.

COURSE V. Botany. One didactic and one laboratory period for both semesters. Elective.

Classification, structure, physiology, reproduction ecology, distribution of plants. Principles of variation in structure and life history of the different groups. Organisms causing plant diseases, economic importance of plants to man; drugs, fibres, foods. The habitat and culture of plants with a history of the important food plants of to-day.

COURSE VI. Bacteriology. One didactic and one laboratory period for both semesters. Elective.

Elementary principles of bacteriology. Preparation of media and cultures, study and classification of bacteria. The helpful and harmful bacteria. General laboratory technique.

CHEMISTRY

COURSE I. General Inorganic Chemistry.

For Freshman B.S.: Two didactic and two laboratory periods a week for both semesters.

For Sophomore A.B.: Three didactic and one laboratory period a week for both semesters.

This course offers a thorough and systematic study of the general laws and theories of chemistry. The metallic and the non-

metallic elements and their compounds are studied from the standpoint of the periodic classification.

COURSE II "A." Qualitative Analysis. Two didactic and two laboratory periods a week for two semesters.

In this course the qualitative analysis of the metals and the acids are studied according to groups. Preliminary experiments are carried out on "known solutions" after a thorough review of the physical and chemical properties of the metal, salt or acid under consideration. The work is then followed by analysis of several unknown solutions or mixtures. The student is in each case required to make out a detailed report of the analytic procedure and to write all the equations connected with each analysis.

This course is obligatory for Sophomore B.S. Elective for Junior and Senior A.B.

"B." Qualitative Analysis. Two didactic and two laboratory periods a week for one semester. (First.)

This course is identical with "A," but takes in only the matter of the "Basic" Analysis, or analysis of the metals, to the exclusion of the "Acid" Analysis.

COURSE III "A." Quantitative Analysis. Two didactic and two laboratory periods a week for both semesters.

The lectures cover the general methods of Quantitative Analysis, and the standard procedures for determining quantitatively the more common metals and anions, while in the laboratory those principles are applied to unknown substances and mixtures, to determine quantitatively the respective metals and anions present in a given specimen. In the first semester the course includes gravimetric estimation of hydrochloric, sulphuric and phosphoric acids, together with iron, calcium and magnesium. Attention is paid throughout to the solution of typical quantitative problems. In the second semester, the class studies the volumetric processes of acidimetry and oxidation-reduction determinations.

"B." Quantitative Analysis. Two didactic and two laboratory periods a week for one semester. (Second.)

This course is identical with the Second Semester of "A," and will accommodate those who wish one semester in both qualitative and quantitative analysis.

"C." Quantitative Analysis. One didactic and one laboratory period a week for both semesters. (Saturdays.)

This course is identical with "B," and is given on Saturdays throughout the year.

Elective in Junior and Senior.

The prerequisites to this course are Courses I and II.

COURSE IV. Organic Chemistry. Two didactic and two laboratory periods a week for both semesters.

The aim of this course is to acquaint the student with those fundamental facts of organic chemistry which are the necessary foundation for the understanding of the chemistry of foods, and of the chemical changes that take place in digestion and metabolism. It aims, also, to train him in the habits of thought, in the laboratory methods and in the chemical technique necessary for the fruitful prosecution of the study of Biochemistry, Physiology, Pharmacology, Pathology, etc. In the laboratory the student makes a practical study of the properties, the reactions, the methods of preparation and identification of important organic compounds. The lectures, demonstrations and recitations are co-ordinated with the laboratory work with a view of aiding the student to build in his mind a unified systematic picture of the facts and phenomena necessary to the intelligent study and practice of medicine.

This course is of obligation for Junior B.S., elective for Junior and Senior A.B.

The prerequisites to this course are Courses I and II.

COURSE V. Physiological Chemistry. Two didactic and two laboratory periods a week for both semesters. Elective for Senior.

This course will include a detailed discussion of the chemistry of the carbohydrates, fats, and proteins, together with a general consideration of the accessory food products. During the first semester digestion will be considered both in the class-room lectures and in the laboratory work. During the second semester the lectures will cover the more important features of metabolism, both that of the normal organism and the more important pathological conditions such as diabetes, nephritis, and other conditions of disturbed metabolism. In the laboratory, during the second semester, particular attention will be paid to the practical side of biochemistry, such as the analysis of gastric contents, blood, sputum, and urine, making use of the latest methods employed in the modern hospital and clinical laboratory.

The prerequisites are Courses I, II and IV.

Chemistry Research Laboratory

The Research Laboratory, located on the third floor of the Science Building, is devoted to research work in Physiological and Organic Chemistry. It was established formally in 1919, and since that time many Ph.D. and Masters' degrees have been granted from it. The total publications now number sixty, mostly in the *Journal of Biological Chemistry,* and dealing chiefly with intermediary metabolism and the fate of organic compounds in the living organism. Some outstanding publications are: "Fate of Organic Compounds in the Animal Body," in *Physiological Review,* 2,238; a series of ten articles in the *Journal of Biological Chemistry,* entitled, "The Comparative Metabolism of Some Aromatic Acids"; a series of three articles in the same journal, entitled, "Synthesis of Amino Acids in the Animal Organism." The Laboratory keeps in close touch with kindred lines of research in this country and abroad, and on a basis of research achievement it has always ranked high in biochemical circles. So far it has always

been maintained as a regular University department, without any assistance from outside grants, thus insuring complete independence with respect to the nature and amount of research work done.

Students interested in this phase of biochemical research, and who wish to pursue studies for advanced degrees, should consult the Director for the requirements necessary. In general they should have had the regular college courses in chemistry (with emphasis on organic chemistry and quantitative analysis) and also biology. Assuming adequate undergraduate perparation, the usual three years' graduate work constitutes the time element for the degree of Ph.D. Emphasis is laid on laboratory work on the research problem, and much of the study is done privately under the supervision of the Director; but during the year regular lecture courses in Physiological Chemistry and in Organic Chemistry are also conducted.

PHYSICS

COURSE I. Two didactic periods and one laboratory period for both semesters.

The subjects treated in the lectures of this course are statics, kinematics, dynamics and sound.

The laboratory work includes the study and use of the vernier, micrometer, spherometer, cathetometer, chemical balance, barometer, and acceleration and composition of forces apparatus. The elastic constants of torsion, bending and stretching, the moment of inertia and laws of the pendulum are determined. Boyle's Law, velocity of sound, laws of vibrating strings are calculated. In this work all calculations with average deviations, probable sources of error and graphs and diagrams must be passed in on a written report.

This course is of obligation for Freshman B.S.

COURSE II. Three didactic and one laboratory period for both semesters.

The subjects treated in the lectures of this course are heat, light magnetism and electricity.

The laboratory work includes the determination of specific heat, latent heat, expansion coefficients, mechanical equivalent of heat and radiation curves. It contains the study of lenses, mirrors, optical instruments, photometry, spectrometry, and wave lengths by diffraction gratings. Also a study of resistance of conductors by various methods, direct and alternating currents, electro-chemical laws and motors and generators. Written reports, as in Course I, must be passed on.

This course is of obligation for Sophomore B.S.

The prerequisites are Course I (Physics) and Courses I and II (Mathematics).

COURSE III. Four didactic and one laboratory period for both semesters.

This is a general college course for the A.B. students. It includes the subjects treated in Courses I and II—Mechanics, sound, heat, light and electricity, and the laboratory work in general will follow the above courses.

This course is of obligation for Junior A.B.

COURSE IV. Two didactic and one laboratory period a week for both semesters.

A laboratory course accompanied by lectures for advanced students, treating modern problems in molecular physics, light and electricity. Prerequisite: Courses I and II or Course III.

Elective for Senior A.B. or Junior and Senior B.S.

MATHEMATICS

COURSE I. First Semester: Advanced Algebra. Second Semester: Analytic Geometry.

Freshman B.S. and Freshman A.B. (instead of Greek). Four periods a week for both semesters.

This course embraces all the higher algebraic conceptions, permutations and combinations; logarithms; determinants; complex numbers; theory of equations; undetermined coefficients; partial fractions; Horner's method of approximation, etc. Systems of co-ordinates, loci and equations, straight line, circle, parabola, hyperbola.

COURSE II. Differential and Integral Calculus. Four periods a week for both semesters.

Elective for Sophomore B.S.

Prescribed for Sophomore A.B. (in place of Greek).

The above courses may be elective for Junior and Senior.

ASTRONOMY

Elective for Junior and Senior. Three periods a week.

General Principles of Spherical Trigonometry. The Doctrines of the Sphere. The Earth, Sun, Moon, Eclipses. Celestial Mechanics. Uranography. Practice in the use of the Transit Circle, the Equatorial, and of the Ephemeris. Calculation of Eclipses.

GEOLOGY

Elective for Junior and Senior. Three periods a week.

Dynamic Geology: Winds, Weathering, Rivers, Glaciers, Lakes, Oceans, Volcanoes, Earthquakes.

Structural Geology: Rock-forming minerals, Composition and Structure of Rocks. Physiographic Structure.

Historical Geology: Archæan, Paleozoic, Mesozoic, Cenozoic, and Psychozoic Eras.

THE FORDHAM SEISMOLOGICAL STATION

In connection with the study of Geology and advanced Physics, the Seismological Station of the University offers opportunities possessed by few educational institutions in this country.

The observatory, which is equipped with three seismographs, a Wiechert, and two Milne-Shaw instruments, is operated chiefly for the purpose of research work in connection with the Jesuit Seismological Association, as well as in co-operation with the Division of Seismology of the Coast and Geodetic Survey of the U. S. Government.

Both the geological theories and the physical principles underlying earthquake activity and its detection by the seismograph, are explained to all students in Science courses, and in cases where particular inclination and aptitude are evident, special students in Seismology are accepted.

The station has been in operation since 1910, but recently a renewed impetus has been given to the work by the erection of a new building, and the purchase of the most modern type of equipment.

BUSINESS ADMINISTRATION

Elective for Junior and Senior. Three periods a week.

COURSE I. For Juniors.

An introduction to the fundamental principles of accounting. Its purpose is to acquaint the student with the principles, methods and scope of accounting, and through the study of accounting to introduce the student to practical phases of business administration. The place of accounting in the business unit, and its relation to economics and law are emphasized. The course comprises a study of the balance sheet, the statement of profit and loss, the account, and the development of the double entry theory and practice, outlining the development of the modern books of account required to collect the information required for the two types of

financial statement mentioned above. The principles, as discussed, are illustrated by the solution of problems in class. During the last month of the course, a short set of books is kept by the student under supervision of the instructor.

COURSE II. For Seniors.

Prerequisite, Course I for Juniors.

Types of accounting records and their development, controlling accounts, theory and practice of partnership accounts, introduction to corporation accounting, special features, such as accounting for cash, negotiable instruments, discounts, balance sheet valuation, consignments, special ventures, etc. The principles discussed are illustrated by the solution of problems in class. During the term, a short set of books is kept by the student under supervision of the instructor, illustrating the principles of partnership and corporation accounting.

COURSE III. Business Law. For Juniors and Seniors.

The origin of law and its development. Its place in the business world. The Courts of to-day and their functions. Law and Equity contrasted. Equity's development and growth.

CONTRACTS: The parties; disabilities that bar. Offer and acceptance. Consideration; legality of purpose and subject-matter. The rights of third parties. The operation of contracts, their construction and discharge. Remedies for a breach. Contracts under Seal and specialties. The Statute of Frauds. The Statute of Limitations.

AGENCY: A contract relationship. Its creation, the source and scope of the agent's authority. The principal's liability to third parties through the agency relationship. The undisclosed principal. The agent's liability to principal and third parties. Termination of the relationship. Special forms of agency.

PARTNERSHIP: A contract relationship. The Uniform Partnership Law and its effect. Relations between partners, their rights

and duties. The relation of partners with third parties. Dissolution, cause and grounds. Effect of dissolution upon the partners and upon their relationship to third parties. Special partnership.

Sales: Contracts of sale. The Uniform Sales Law and its effect. Transfer of title in sales of ascertained goods. Transfer of title in contracts to sell unascertained goods; risk of loss. Transfer of title without ownership. Warranties. Rights and remedies of seller and purchaser. Negotiable documents of title.

MODERN FOREIGN LANGUAGES

FRENCH

COURSE I. Freshman Year. Four periods a week, both Semesters.

First Semester

1. Study of French Classic Writers.

A.B. Course

Litterature Française, Seventeenth Century.
Athalie.
Le Cid.

B.S. Course

Litterature Française, Seventeenth Century.
Le Bourgeois Gentilhomme.

2. Sight Reading supplementing the prepared reading prescribed above.

3. Composition based on authors. Conversation.

Second Semester

1. Study of French Classic Writers.
Litterature Française, Eighteenth Century.
Contes Divers.

2. Sight Reading supplementing the prepared reading prescribed above.

3. Composition based on Authors. Conversation.

COURSE II. Elective.

A Practical and Conversational Course. French the language of the class-room.

A Progressive Course in French Composition and Conversation.

Anthology of French Prose and Poetry.

COURSE III. Elective.

A course intended for those who continue French for scientific purposes in professional schools.

Technical and Scientific French.

GERMAN

COURSE I. Freshman Year. Four periods a week, both Semesters.

First Semester

1. Study of German Classic Writers.
   Essentials of German.
   Practical German Composition.
   Gluckauf.

2. Sight Reading supplementing the prepared reading prescribed above.

3. Composition based on Authors. Conversation.

SECOND SEMESTER

1. Study of German Classic Writers.
   Essentials of German.
   Practical German Composition.
   Wilhelm Tell.

2. Sight Reading supplementing the prepared reading prescribed above.

3. Composition based on Authors. Conversation.

COURSE II. Elective.

A Practical and Conversational Course. German the language of the class-room.

History of German Literature.

COURSE III. Elective.

A course intended for those who continue German for scientific purposes in professional schools.

Scientific German Reader.

SPANISH

COURSE I. Freshman Year. Four periods a week, both Semesters.

FIRST SEMESTER

1. *Spanish Grammar.* Seymour and Carnahan.
2. *Spanish Prose Composition.* Umphrey.
   Spanish Composition. J. P. Crawford.

SECOND SEMESTER

1. *Spanish Grammar.*
2. *Spanish Prose Composition.*
3. *Don Quixote.*

COURSE II. Elective.

A Practical and Conversational Course. Spanish the language of the class-room.

A Course in Spanish Composition.

Spanish Anthology.

COURSE III. Elective.

A course intended for those who continue Spanish for scientific and commercial purposes in professional schools.

Spanish Commercial Correspondence.

MILITARY SCIENCE AND TACTICS

Elective

A Coast Artillery Unit of the Reserve Officers' Training Corps (R. O. T. C.) was organized in September, 1926. The Reserve Officers' Training Corps provides theoretical and practical military training at civil educational institutions for the purpose of qualifying students for positions of leadership in time of national emergency. The complete course qualifies students for appointment as Reserve Officers in the military forces of the United States. This education and training is given as a part of the college course.

There are two courses: the Basic, and the Advanced. The first two years comprise the Basic Course; the last two years the Advanced. Once enrolled in either course, the student will be required to complete that particular course.

Course of Instruction

First Year Basic Course—Freshman Year.

Three periods per week theoretical and practical instruction in the following: General Information; Military Courtesy; Infantry Drill Regulations; Rifle Marksmanship; Physical Training; Individual Infantry Equipment; Interior Guard Duty.

Second Year Basic Course—Sophomore Year.

Three periods per week theoretical and practical instruction in the following: Scouting and Patrolling; Infantry Drill Regulations; Automatic Rifle; the Bayonet; Hand and Rifle Grenades; Musketry; Military Hygiene; Sanitation and First Aid.

First Year Advanced Course—Junior Year.

Five periods per week theoretical and practical instruction in the following: Browning Machine Gun; Mapping; Military Law and Rules of Land Warfare; Infantry Drill Regulations, the Battalion and the Regiment.

Second Year Advanced Course—Senior Year.

Five periods per week theoretical and practical instruction in the following: Military History; Administration; Minor Tactics; Pistol Marksmanship; Field Engineering; Howitzer Company Weapons.

PHYSICAL TRAINING

Two periods a week. Compulsory for Freshman and Sophomore, except for those taking Military Science; elective for Junior and Senior.

This course is given for two periods a week. At the beginning of each semester, each one undergoes a thorough physical examination, the result of which determines the nature and extent of the course for each one.

The course consists of a brief calisthenic drill, basket-ball, hand-ball and tennis games, field and track exercises. The last fifteen minutes of the period are devoted to swimming. For those who cannot swim, special instructions are given at the beginning of the period. Fulfillment of the requirements of this course will be necessary for promotion.

College Organizations

APOSTLESHIP OF PRAYER AND LEAGUE OF THE SACRED HEART

Devotions in honor of the Sacred Heart are held on the first Friday of each month. The League leaflets are distributed to each class every month. Promoters are appointed in each class.

Faculty Moderator—Rev. Morgan A. Downey, S.J.

Assistant Moderator—Rev. Francis X. Dougherty, S.J.

THE PARTHENIAN SODALITY

This Sodality is composed of resident students under the invocation of the Purification of the Blessed Virgin Mary, and the patronage of St. Aloysius.

Faculty Moderator—Rev. Francis D. O'Loughlin, S.J.

Officers: A. Sidney Barritt, Jr., '29, *Prefect;* Edward P. Whalen, '29, *First Assistant;* Richard J. Lutz, '29, *Second Assistant;* Frank C. Murphy, '29, *Secretary;* George P. Gervais, '30, *Treasurer.*

SODALITY OF THE IMMACULATE CONCEPTION

This Sodality is composed of non-resident students of the four college classes, and is under the patronage of the Immaculate Conception.

Faculty Moderator—Rev. Walter F. Cunningham, S.J.

Officers: Edward J. McNally, '29, *Prefect;* Clarence M. J. Crysler, '29, *First Assistant;* James J. McCarthy, '29, *Second Assistant;* William R. White, '30, *Secretary;* John J. Drummond, '30, *Treasurer.*

ST. JOHN BERCHMANS SODALITY

The members of this Sodality serve Mass, and assist at Benediction and the other public religious functions held throughout the year.

Faculty Moderator—John W. Tynan, S.J.

Officers: Edward J. Whalen, '29, *President;* William L. Lynch, '30, *Vice-President;* G. Edward Bradley, '31, *Secretary;* Howard A. Seitz, '30, *Master of Ceremonies.*

SODALITY OF THE HOLY ROSARY

This Sodality is composed of non-resident students of the four college classes, and is under the patronage of the Holy Rosary.

Faculty Moderator—Rev. Morgan A. Downey, S.J.

Officers: Joseph J. Fitzhenry, '29, *Prefect;* Thomas M. Mulcahy, '29, *Assistant Prefect;* Joseph A. Doran, '30, *Secretary;* John P. Lane, '31, *Treasurer.*

SOCIETY OF ST. VINCENT DE PAUL FORDHAM UNIVERSITY CONFERENCE

The object of this conference is to sustain its members by mutual example in the practice of a Christian life; to visit the poor in their dwellings and to apply themselves according to their abilities and the time which they can spare to the elementary and Christian instruction of poor children whether free or imprisoned; also to undertake any work of charity which will not oppose the end of the Society.

The members visit the sick in nearby hospitals and instruct the prisoners at the House of Refuge on Randall's Island in Christian Doctrine and their religious duties.

Through the generosity of the student body and by money obtained from their own efforts, they are able to help the devoted Sisters who labor in our religious communities.

Faculty Moderator—Rev. John J. Lynch, S.J.

OFFICERS: Edward P. Whalen, '29, *President;* J. Earl Evans, '29, *Vice-President;* James E. Higgins, '29, *Secretary;* Richard J. Lutz, '29, *Treasurer.*

THE HARVESTER CLUB

The object of this club is to further the work of the Catholic Students' Foreign Mission League according to the general directions of the Diocesan Director of the League and to keep alive, among Fordham students, interest in the American Jesuit Missions in Jamaica and the Philippine Islands. The Harvester Club is the one organization of the University which participates in the diocesan movement among Catholic college students of both sexes for the advancement of interest in the Foreign Missions. Its members have visited parochial schools to instruct the children about the Missions and in the University itself the Harvesters strive to maintain interest in former Jesuit professors or Fordham students who at present may be in the Mission fields.

In co-operation with this work is the direct appeal made monthly to all the students for support of the Foreign Missions and the Society for the Propagation of the Faith. Mite Boxes are distributed to each class and the offerings collected applied to the work of the Foreign Missions.

Faculty Moderator—Rev. Edward J. Hanrahan, S.J.

OFFICERS: James E. Higgins, '29, *President;* Howard A. Seitz, '30, *Vice-President;* Robert E. Brierton, '31, *Secretary*;* Angelo C. Badolato, '31, *Secretary;* Edmund J. Hoey, '29, *Treasurer.*

FORDHAM UNIVERSITY COUNCIL OF DEBATE

This society was organized in 1854. Its object is to accustom its members to speak with ease and fluency in public. Meetings are held weekly after class hours. The exercises consist of debates, formal and extemporaneous, on subjects of political or economic interest. Membership is confined to a limited number of

**Died January 22, 1929.*

students from the three upper classes of the College. The officers are elected annually.

Faculty Moderator—Rev. Joseph B. Walsh, S.J.

Officers: John K. Carroll, '29, *President;* James J. McCarthy, '29, *Vice-President;* Daniel F. Murphy, '30, *Secretary;* Howard A. Seitz, '30, *Treasurer;* Jerome N. Maher, '29, *Censor;* Donald F. Connors, '29, *Historian.*

FRESHMAN FORUM

The Freshman Forum was organized in 1924 to train the Freshman debaters in the methods of collegiate debating, and thus prepare them for the Council of Debate.

Faculty Moderator—John P. Carroll, S.J.

Officers: Patrick J. Crowley, '32, *President;* Bernard J. O'Connell, '32, *Vice-President;* Henry F. White, '32, *Secretary;* Robert L. Ponsiglione, '32, *Sergeant-at-Arms.*

THE FORDHAM MONTHLY

The Monthly was first published in November, 1882. It is edited by students of the College Department and is the official organ of the student and alumni bodies. The subscription is two dollars per year. Remittances, literary contributions and letters should be addressed: *The Fordham Monthly,* Fordham University, New York, N. Y.

Faculty Moderator—Rev. Augustus M. Fremgen, S.J.

Editor-in-Chief—Joseph G. Hopkins, '29.

Assistant Editor-in-Chief—John V. Walsh, '30.

Associate Editors—Lester Atwell, '29; John K. Carroll, '29; Ward Clarke, '29; Bernard A. Calligan, '29; Harold J. McAuley, '29; Richard I. Nevin, '29; Thomas Cahalan, '30; Francis X. Connolly, '30; William F. Lynch, '30; George Swift, '30; William R. White, '30; Joseph Coughlin, '32.

Business Managers—James J. McCarthy, '29; Martin J. Glynn, '31; Timothy A. O'Leary, 31.

THE FORDHAM RAM

This is the weekly University newspaper and its purpose is to keep the students informed of all the timely, appealing and significant events occurring in the University's various schools. This brings the interests of the University before all its students and creates school spirit. It enables the metropolitan dailies, too, to get a comprehensive view of events of "news" value.

From the standpoint of the students, the *Ram* is a medium of clear, concise and arresting expression. Those who write in it are compelled to observe and discriminate between real and alleged facts and to cultivate a balance of judgment in commenting on them. They must be reliable in fulfilling their assignments and prompt, persevering and unfailing in their attention to details. The business conduct of the paper develops an executive ability in those who are entrusted with this responsibility.

Faculty Moderator—Charles B. McGroddy, '28.

Editor-in-Chief—Robert J. McCarron, '29.

Business Manager—Howard Seitz, '30.

Sports Editor—W. Caswell Adams, '29.

Humor Editor—Edward A. Coan, '29.

Editorial Board—Harold J. McAuley, '29; Philip H. Hollenbach, '30; James D. Ivers, '30; Harold X. Connolly, '30; Richard F. Calnan, '30.

Circulation Manager—J. Earl Evans, '29.

Reference Editors—Robert Welch, '30; Ralph Low, '31.

News Staff—Daniel J. Kern, '30; William O. McCue, '30; Paul McGlone, '30; Ed. Ricca, '31; Robert Ponsiglione, '32; Henry White, '32; Joseph F. Coughlin, '32; Edward P. Whalen, '29; Frank S. Carrol, '30; John Lane, '31; John Hand, '31; Robert Nebot, '32; Joseph A. Howard, '30; Henry J. Kennedy, '30.

Sports Staff—Arthur B. Crozier, '29; Ed. McGrath, '30; Francis McKenna, '32; John S. Field, 31; James Hein, '32; William F. Lynch, '30.

Circulation Staff—Gerald MacKinney, '31; Charles Missack, '30; Martin Lernihan, '30; John Gaugh, '32.

Business Staff—John M. Collins, '32; J. Gerard Kelly, '32.

Exchanges Staff—George McNamara, '32; James Meany, '32.

THE SHORT STORY GUILD

This society, composed of members of the Freshman Class, is devoted to the study and the practice of the principles and technique of the short story. Meetings, at which original stories are read and criticized, are held every two weeks.

Faculty Moderator—Rev. James A. Taaffe, S.J.

Officers: First Semester: John J. Dougherty, '32, *President;* Tufick Z. Maroon, '32, *Secretary;* Francis E. Dorn, '32, *Censor.*

Second Semester: Peter J. Hughes, '32, *President;* Joseph F. Coughlin, '32, *Secretary;* Francis E. Dorn, '32, *Censor.*

THE QUILL CLUB

The Quill Club was organized in the Freshman Class of 1925-1926. Its membership was restricted that year to the Freshman Class. It is intended, however, for students of the three upper classes, and its purpose is to carry on the work of the Short Story Guild. At each of the meetings, which are held every second week, original stories are read and criticized and some particular phase of short story construction is presented and discussed.

Faculty Moderator—Rev. James A. Taaffe, S.J.

Officers: First Semester: James Altieri, '29, *President;* Bernard J. Lane, '30, *Secretary;* Bernard A. Galligan, '29, *Censor.*

Second Semester: Joseph G. Hopkins, '29, *President;* Nelson J. Edge, '31, *Secretary;* Edward P. Whalen, '29, *Censor.*

FORDHAM UNIVERSITY DRAMATIC ASSOCIATION

"The Mimes and Mummers"

This is the dramatic organization of the College. Four kinds of activity make up the scope of its work—playwriting, acting, directing and stage designing.

A play of some pretension is produced during the year in which grace of speech and movement, and intelligent and dramatic interpretation, especially of the more subtle characters of the great masters, are displayed before the public. This production, as a specimen of finished acting and stage designing, aims to rival professional performances.

Original writing is encouraged and promoted by the one-act play contests. Not only is the writing done by the students, but the directing and stage designing as well. A sense of responsibility and a versatility with every phase of theatrical work are developed as a consequence.

Faculty Moderator—Mr. William J. Kelly, S.J.

Director—J. Taylor Breen, A.B., LL.B.

Officers: Richard I. Nevin, '29, *President;* Harold J. McAuley, '29, *Vice-President;* Francis S. Cronin, '29, *Secretary;* William J. O'Neill, '30, *Treasurer;* Donald F. Connors, '29, John K. Carroll, '29, Dunstan C. Rooney, '29, *Board of Directors.*

THE FRENCH CLUB

(Le Cercle Français de l'Universite Fordham)

This Club was organized in 1927. Its chief purpose is to aid its members in perfecting themselves in the conversational use of the French tongue; to encourage interest in French Literature and in the reading of the best French authors. It has the further purpose of eventually holding debates and producing plays in French. During the year prominent scholars address the members.

Faculty Moderator—Basile G. D'Ouakil, M.A.

Officers: Claude R. Schwob, '30, *President;* Oscar Palatucci, '30, *Vice-President;* Antonio N. Spinelli, '30, *Secretary;* George T. McNamara, '32, *Treasurer.*

THE SPANISH CLUB

(Academia Española)

This Club was organized in 1928. Its purpose and aims are to do for Spanish what the French Club does for French.

Faculty Moderator—Basile G. D'Ouakil, M.A.

Officers: Francis J. Sullivan, '31, *President;* Robert A. Nebot, '32, *Vice-President;* Charles J. Sheerin, '31, *Secretary.*

THE PRESS CLUB

The Press Club is composed of all students who write for the New York newspapers. Through the work of this club, efforts are made to keep Fordham and its work before the reading public, and to insure accurate and uniform accounts of Fordham activities.

Faculty Moderator—Rev. John P. Fitzpatrick, S.J.

Members: W. Caswell Adams, '29, *President;* Frank A. Sullivan, '29, *Vice-President;* Robert J. McCarron, '29, *Secretary;* Robert J. Purtell, '29; E. Earl Evans, '29; Donald F. Connors, '29.

THE MENDEL CLUB

This Club was formed on March 23, 1921, under the direction of Rev. G. A. Caballero, S.J., for students interested in the furtherance of biological research.

Lectures pertaining to the more important points in the study of biology are delivered before the members at the weekly meetings of the Club.

Distinguished visitors are invited to talk on their special researches in biological subjects.

The library and laboratories of the Biology Department are open at all times for the convenience of the members to carry on their special branches of work.

A monthly paper, called the *Cabmuth,* is published, which contains the reports of the special work and also the latest biological research done in other institutions.

Faculty Moderator—Rev. Joseph Assmuth, S.J.

OFFICERS: George E. Collins, '31, *President;* Oscar A. Palatucci, '30, *Vice-President;* Thomas J. Ormsby, '30, *Secretary;* Alfred P. C. Kezel, '30, *Treasurer.* J. Ruskin Dallas, '29, Richard J. Kennedy, '29, *Editors of "Cabmuth."* George E. Collins, '31, Oscar A. Palatucci, '30, *Delegates to Convention of Associated Biological Clubs of Catholic Colleges, 1928-1929.*

THE FORDHAM UNIVERSITY GLEE CLUB

The purpose of the Glee Club is to instil and promote among its members a love and appreciation of the truly beautiful in music, through the medium of choral singing.

Its membership consists of not more than one hundred students of Fordham University. College Freshmen are excluded from membership, but those members of the Freshmen class who desire to join the Glee Club must make known their intention before January of their Freshman year, so that they receive six months' training before entering the organization.

The officers consist of a Board of Directors, nine in number, seven undergraduates, the Conductor and the Moderator.

Faculty Moderator—Rev. Theodore T. Farley, S.J.

Director—Dr. Frederic Joslyn.

Accompanist—George L. O'Grady, '29.

Board of Directors—George L. O'Grady, '29, *Chairman;* Rev. Theodore T. Farley, S.J.; Dr. Frederic Joslyn; John F. Fitzsimons, '29; Richard I. Nevin, '29; Philip H. Hollenbach, '30; James J. Lawless, '30; Charles J. Missack, '30; John E. Kelly, '31.

THE FORDHAM UNIVERSITY MUSICAL SOCIETY

A student organization comprising the University Orchestra and Band.

Faculty Moderator—Rev. Francis X. Dougherty, S.J.

Director—Lieut. Ernest A. Hopf

BAND

OFFICERS: George L. O'Grady, '29, *Leader;* George F. Collins, '31, *Manager;* John J. Berger, '31, *Librarian.*

ORCHESTRA

OFFICERS: Richard F. Calnan, '30, *Concertmaster;* Philip H. Hollenbach, '30, *Manager;* John J. Berger, '31, *Librarian.*

FORDHAM UNIVERSITY ATHLETIC ASSOCIATION

The object of this Association is to promote the athletic interests of the University, and to discuss and determine matters of management pertaining to the welfare of collegiate and intercollegiate sports.

Faculty Moderator—Rev. John P. Fitzpatrick, S.J.

OFFICERS: John F. Coffey, '10, *Graduate Manager;* James E. Higgins, '29, *President;* Francis J. Clarke, '29, *Vice-President;* George L. O'Grady, '29, *Secretary;* Rev. Joseph T. Keating, S.J., *Treasurer;* Raymond D. O'Connell, '16; John J. Sullivan, '14; Edward J. Walsh, '12, *Members of Alumni Board.*

Football:

Bernard J. Pisani, '29, *Manager.*
Valentine A. Meehan, '30, *Assistant Manager.*

Basketball:

James J. McCarthy, '29, *Manager.*
Thomas V. Re, '30, *Assistant Manager.*

Track:

Joseph V. Lane, Jr., '29, *Manager.*
William J. Cullen, '30, *Assistant Manager.*

Cross Country:

Edward F. Durner, '29, *Manager.*
William J. Cullen, '30, *Assistant Manager.*

Baseball:

William F. McAloon, *Manager.*
Robert G. Parks, '30, *Assistant Manager.*

Tennis:

Clarence M. Crysler, '29, *Manager.*
William A. Ganey, '30, *Assistant Manager.*

Swimming:

Arthur B. Crozier, '29, *Manager.*
Bernard F. McKernan, '30, *Assistant Manager.*

Golf:

Joseph J. Nista, '29, *Manager.*
James F. Conti, '30, *Assistant Manager.*

STATE CLUBS

The purpose of the State Clubs is to foster a greater spirit of friendship and union among the students of the same State during their college years, as well as to promote their State's interest in Fordham and the interest of Fordham in their respective States.

Faculty Moderator—Rev. Charles J. Deane, S.J.

Connecticut Club (Organized 1925)—OFFICERS: Peter J. Ryan, '29, *President;* Thomas V. McLaughlin, '29, *Vice-President;* Carlyle V. Frawley, '30, *Secretary;* John K. Foley, '30, *Treasurer.*

New Jersey Club (Organized 1928)—OFFICERS: John J. Moriarity, '29, *President;* John J. Kenney, '29, *Vice-President;* Francis A. Dohn, '30, *Secretary;* James W. MacIsaac, '30, *Treasurer.*

Pennsylvania Club (Organized 1928)—OFFICERS: John P. Clune, '29, *President;* Paul A. McGlone, '30, *Vice-President;* James P. Scoblick, '30, *Secretary;* Thomas J. Early, '31, *Treasurer.*

Massachusetts Club (Organized 1928)—OFFICERS: Paul B. Carroll, '29, *President;* George P. Gervais, '30, *Vice-President;* G. Edward Bradley, '31, *Secretary;* Francis J. Flaherty, '31, *Treasurer.*

THE FORDHAM UNIVERSITY ALUMNI ASSOCIATION

The object of this association is to strengthen and perpetuate friendships formed at the College and to promote the interests of Alma Mater.

All graduates, as well as students, who have passed at least one year in the College course and have left the College in good standing are eligible to active membership.

The following are the officers of the Association for the year 1928-1929:

Edward P. Gilleran, '13, *President;* Henry W. Boyce, Law '17, E. John Dolan, Med. '13, Gerald J. McKernan, '14, Leo J. O'Donovan, '98, *Vice-Presidents;* Myles B. Amend, '21, *Treasurer;* Gerald R. Fitzgerald, '25, *Recording Secretary;* Henry A. McCarthy, '25, *Corresponding Secretary;* James A. McKaigney, '23, *Historian.*

THE EIGHTY-FOURTH ANNUAL COMMENCEMENT

His Eminence, Patrick Cardinal Hayes, D.D.

Archbishop of New York

Presiding

The Campus, Wednesday, June 12, 1929, 4 P. M.

PROGRAMME

Overture—"Fra Diavolo" . . . . . *Auber*

Processional—"Aida" . . . . . *Verdi*

Procession of the Graduates, Alumni, Faculty and Guests to the Stage

PRESIDENT'S ADDRESS

Reverend William J. Duane, S.J.

Selection—"Song of Songs" . . . . . *Lucas-Moya*

CONFERRING OF DEGREES AWARDING OF HONORS

Serenade—"La Paloma" . . . . . *Yradier*

ADDRESS TO THE GRADUATES

Honorable Franklin D. Roosevelt, LL.D.
Governor of the State of New York

Recessional—"El Capitan" . . . . . *Sousa*

DEGREES CONFERRED

The Honorary Degree of Doctor of Laws is conferred on

Hon. Franklin Delano Roosevelt, A.B., LL.B.
Harold George Campbell, A.B., A.M.
Herman August Heydt, LL.B., M.A., J.D., Ph.D.
Rt. Rev. Msgr. Michael Joseph Lavelle, A.B., A.M.
Hon. Alonso Gustavus McLaughlin
Lady Margaret Mary Armstrong
Mrs. Rita Connell McGoldrick, A.B.

The Honorary Degree of Doctor of Letters is conferred on

Rev. Cornelius Clifford, A.B., Ph.D.

The Degree of Doctor of Philosophy, in course, is conferred on

Sister M. Adalbert, O.S.D.
Brother Adrian Lewis, F.S.C.
Anthony M. Ambrose
Francis J. Brogan
John E. Brolles, Jr.
Peter Joseph Conroy
George James Crane
John Vincent Deignan, S.J.
Mary Beatrice Dunlevy
Sister Mary Emmanuel, O.S.U.
Frank P. Fitzsimons
Rev. Ralph J. Glover
Rev. James V. Hart
George M. Hayes
Martha Hollywood
Sister Mary Januaria, O.P.
Sister John Marie, O.S.F.
Samuel Landau
Rev. Edmund J. Langan
Sister Lawrence Marie, O.S.D.
Max Meltsner
Sister Mary Pascaline, S.S.N.D.
Rev. Stephen M. Plywaczyk
Francis S. Quinlan
John Charles Thomann
Edward J. Tobin
Rev. Edmund Patrick Whelan

The Degree of Master of Arts, in course, is conferred on

Sister Mary Agnes
Sister Mary Aloysius, R.St.U.
Margaret Frances Austin
Helen Bannerman
Jane C. Berrigan
Madeline B. Bisson
Helen Elizabeth Boyle
Helen G. Burns
Dorothy Magdalene Campbell
Agnes D. Cavanagh
Catharine M. Cavanagh
Mary C. Cavanaugh
Marian E. Conner
Elizabeth Ann Connors
Margaret M. Crowley
Annette Lucille Cusack
Mary Teresa Delany
Rosalie M. Donlin
Eleanor Brady Dunn
Rev. James H. Ennis
Eudora Fletcher
Mary Perpetua Fox
Brother Francis Xavier
Bernadette M. Garvey
Mary V. Golding
May E. Gordon

Roland Arthur Greene
Elizabeth G. Hoffman
Rev. Charles Mathew Hosey
Sister M. Immaculata, O.S.F.
Fannie B. Iremonger
Sarah I. Joyce
Marie Keese
Elizabeth Rosalie Kelley
Edwin Manuel Kelly
Margaret M. Kelly
Katharine M. A. Keyes
Catherine Cully Lanigan
George Edward Linton
Helen M. Long
Frances Lubin
Sister Margaret Mary, O.S.F.
Lena Windus Marquard
Rev. Christopher Mazzolini
Anne Elizabeth McDermott
Catherine M. McKenna
Anita McNulty
Agnes V. McShane
Ella Marie Manning
Sister M. Mercedes, S.M.
Sister Miriam, O.S.F.
Gertrude T. Murphy
Herman Natelson
Alexander P. Nevins
Brother Norbert
Philip F. O'Brien
Mother Regina, O.S.B.
Brother Alphonsus Liguori
Sister M. Patricia, S.S.J.
Preston B. Peters
Mary A. Riordan
Sister St. Marg. of the Angels, S.S.N.D.
Susannah Schofield
Elyse Janice Slattery
Rose Snow
Joseph B. Strauss
Adelaide Teresa Sullivan
Stella Monks Sweeting
Annie T. Sullivan
Marion Cecilia Thiesen
Elaine F. Ughetta
Emilie Casparine von Nostitz
Margaret G. Walsh
Margaret Wilson
Catherine V. Winter

The Degree of Master of Science, in course, is conferred on

Peter Francis Amoroso
Brother Anthony, O.S.F.
Sister Mary Assumpta, O.S.U.
Morris Binder
Joseph Caspe
Morris Horowitz
Eugene McCauliff, Jr.
Brother Adjutor Patrick
George Michael Maxwell
Nicholas R. Melillo
Adelaide Solimando
John Joseph Thornton

The Degree of Bachelor of Arts, St. John's College, in course, is conferred on

William C. Adams
James Altieri
James J. Anderson
Edward G. Arata
Lester J. Atwell
Vincent C. Aungier
Charles F. Bachmann
Ralph H. Bacon
Samuel F. Bacon
Francis P. Baffino
George B. Bail
David J. Bannon, Jr. (*Cum laude*)
Walter R. Barron
Joseph R. Bauer
William J. Bowe, Jr.
John M. Brady
John J. Brandon
Lawrence V. Brock
Edward J. Burke
Harold M. Callahan (*Cum laude*)
James A. Campion
Paul B. Carroll
John J. Caslin
Francis J. Clarke
Ward Clarke
Edward L. Clement
John P. Clune
Edward A. Coan

Joseph P. Cobb
Thomas W. Cokeley
David L. Coleman
James F. Coleman
Thomas A. Collins
Joseph J. Comyns (*Cum laude*)
Pasquale H. Conforti
Donald F. Connors
Ignatius Costa
Francis S. Cronin
Arthur B. Crozier
Clarence M. Crysler, Jr.
John A. Crysler
John T. Cuff
William A. Curley
William J. Curtis
John J. Dalessandro
John R. Dallas
Gabriel J. Dalton
Francis J. Daly
John A. Dawson
Richard J. Devine
George F. Dietz (*Cum laude*)
Roger F. Di Pasca
William F. Donnelly
Edwin Doran
John J. Dorsey
Francis E. Dougherty
Charles E. Duross, Jr.
Francis X. Early
Joseph A. Ecclesine
Joseph G. Egan
John E. Evans
John F. Faulkner
Andrew O. Fitzgerald
Joseph E. Fitzgerald
Thomas I. Fitzgerald
Joseph J. Fitzhenry, Jr.
John F. Fitzsimons
Thomas J. Flattery
Frederick L. Flynn
Joseph M. Flynn
Edward J. Fontana
Cornelius F. Freeman
Bernard A. Galligan
William N. Gardner
David H. Gilmartin
James F. Glasheen
Valentine F. Goepfert
Gerard J. Gorman
Gerald D. Graney
John P. Griffith
Joseph A. Haran
Raymond A. Hartigan
John T. Heenan
James E. Higgins
John J. Hintelmann
Edmund A. Hoey
Joseph G. Hopkins
Walter J. Hopkins
Francis J. Hunter
William H. Hynes, Jr.
Thomas J. Irving
Daniel F. Kelley
Bernard J. Kelly
Edward A. Kelly
John J. Kelly
John J. Kenney
John J. Kenny
Henry J. King
Howard F. Lachenauer
Edward J. Laherty
James F. Lalor
Nicholas T. Landers
Joseph V. Lane, Jr.
George P. Lavelle
John B. Lazzari
Gregory A. Lee
John J. Lennon
Lawrence P. Linsky
Herbert L. Longua
Richard J. Lutz
James P. Lynch
William F. McAloon
Harold J. McAuley
Robert J. McCarron
James J. McCarthy, Jr.
James J. McDermott, Jr.
James I. McGuire
Edward J. McNally (*Cum laude*)
Eugene S. McQuade
William F. McVann
Jerome N. Maher
William J. Martin
John W. Meany
Richard T. Moore
John E. Morgan
John J. Moriarty
Henry A. Mulcahy
John A. Murphy
John J. Murphy
Joseph A. Murphy
Joseph S. Murphy
(*Magna cum laude*)
John V. Naish
Richard I. Nevin

Andrew F. Newell
Joseph J. Nista
Francis G. Nolan
Thomas J. O'Connor
George L. O'Grady
John A. O'Hale
Francis A. O'Neill, Jr.
Thomas W. Palmer
Finton J. Phelan, Jr.
James V. Phelan
Bernard J. Pisani
Reynolds J. Pogue
George J. Poynton
Edmund A. Prince
Robert J. Purtell
Joseph P. Pyle
Thomas J. Quinn
John J. Rahill
Daniel L. Reardon
James J. Reilly
LeRoy V. Reilly
Joseph P. Reynolds
Thomas F. Robinson, Jr.
Thomas J. Robinson
Cyril R. Ryan (*Cum laude*)
Donald J. Ryan (*Cum laude*)
Peter J. Ryan
Joseph I. Scanlan
James J. Scanlon
Roy J. Schmidt
Bernard A. Schmitt
Benedict A. Schneider
Frank E. Scully
Lawrence J. Scully
John F. Shepard
Patrick W. Skehan (*Cum laude*)
John J. Smith
Walter J. Smith
William A. Speckels
Charles M. Stone
James R. Stone
Francis A. Sullivan
James V. Sullivan
Arthur J. Thierer
Carroll J. Tierney
Leslie H. Tisdall
John J. Tomich
James J. Travers
Angelo W. Vacca
David T. Walsh
James J. Walsh
Joseph A. Walsh
William E. Ward
Francis J. Wazeter
Frank W. Wearin, Jr.
Edward P. Whalen
John J. White, Jr.
Raymond C. White
Raymond V. White
John F. Wilkinson
William G. Winters

The Degree of Bachelor of Science, St. John's College, is conferred on

Frank R. Adams
John J. Anastasi
Herman Augenstein
A. Sidney Barritt, Jr.
Samuel I. Bazil
Howard J. Beloin
Louis Berman
John P. Brennan
Alfred W. Brunacci
John K. Carroll
Paul V. Conboy
Edwin F. Corlis
Agostino L. Corrado
John J. Danielson
Frank P. Deluca
Joseph C. DiFiore
William H. DiGiacomo
Harold M. Distler
Stephen J. Duca
Julius J. Durante
Edward F. Durner
Burton I. Edwards
Warren A. Fitzgerald
Daniel F. Fitzpatrick
James M. Gallagher
Harry Goldberg
Earl W. Graham
William H. Halahan
Douglas J. Hennessy
John G. Hugel, Jr.
Thomas F. Hunt
Joseph Jacobs
William V. Karl
Russell J. Keefe
Richard J. Kennedy
Howard T. Lally

Thomas F. LaPorte
Felix H. Laskowitz
Herbert J. Lenz
Jacob H. Lubchansky
Leonard J. Lucier
Arthur V. Lynch
William F. McCauley
John P. McGinty
Albert C. McGrail
Thomas V. McLaughlin
Joseph A. Manley
Bruno A. Marangoni
Fred Marer
Vincent D. Martin
William B. Morley
Thomas M. Mulcahy
Charles A. Murphy
Francis C. Murphy
Francis J. Murphy
Mario J. Nardelli
John A. O'Brien
James J. O'Reilly
Mario J. Polzinetti
Thomas E. Pompilio
Henry Poster
Samuel Provenzano
Rudolph J. Puma
Girino G. Rausa
William L. Rieppel
Alexander Rosenthal
George C. Rowan
William B. Ruocco
Francis X. Sansone
Sidney Scher
Anthony L. Shelfo
Bernard E. Silver
Emanuel Silverstein
Harold M. Sweetman
Max Tobiansky
Ermete J. Torregrossa
Thomas P. Traynor
Hector U. Troncoso
Ralph N. Villanova
James J. Zakszewski
Frank M. Zoeblin

The Degree of Bachelor of Arts, Teachers' College, in course, is conferred on

Sister M. Barbara, O.S.B.
Sister M. De La Salle, O.S.F.
Florence May Gegen
Sister M. Henrietta, O.S.F.
Elizabeth Columba Hoar
Veronica Mildred Hoar
Sister Mary Immaculate, O.S.F.
Sister M. Isentrude, O.S.F.
Sister M. John Joseph, O.S.F.
Sister M Louise, P.S.C.
Sister M. Philomena, O.S.F.
Sister M. Rita, O.S.D.
Sister St. Gabriel
Joseph G. Scully
Sister M. Theotime, C.S.J.

The Degree of Bachelor of Science, Teachers' College, in course, is conferred on

Ruth Baum
Mildred G. Black
May P. Callan
George D. Finale
Stephen Demetrius Finale
Abe H. Finkel
Sister M. Gabriella, O.S.D.
John Bastin Griffin
Joseph Gibernau
Burnett Charles Gladstone
Johanna Hoffmann
Adeline Louise Loehmer
John Edward Stoffel

The Degree of Bachelor of Science in Education, Teachers' College, in course, is conferred on

Sister M. Alberta, O.P.
Sister M. Aloysius
Sister M. Aquinata, O.S.D.
Sister M. Berchmans
Marion Catherine Bisson
Anna Maria Bowen

Jane S. Campbell
Eleanor R. Cashen
Brother Charles Daniel
Brother Conrad Joseph
Theresa A. Crystal
Mary E. Cuddihy
Sister M. Dolorosa, O.S.D.
Gertrude F. Donovan
Mary T. Donovan
Catherine M. Dorr
Elsie T. Dowd
Sister Elizabeth Mary
Sister Ellen Marie, O.S.F.
Rosemary C. Fitzpatrick
Sr. M. Frances Therese, S.S.N.D.
Brother Francis Michael
William L. Gillman
Alice Marie Harley
Gabrielle Healy
Cornelia N. Heskiss
Anna L. Houlihan
Nellie Hughes
Sister M. Immaculata, O.S.D.
Brother John Clement
Agnes Josephine Johnson
Margaret C. Kelly
Marie A. Kelly
Gertrude Kling
Sister Marie, O.S.D.
Brother Leo Hyacinth
Irma E. McCaughan
Mary C. McCullough
Mary McGee
Ambrose B. Murphy
Mary Margaret O'Leary
Genevieve Elizabeth O'Reilly
Jean M. O'Reilly
Eileen I. O'Shea
Regina Margaret O'Shea
Katharine E. Redden
Sister M. Regis
Francis R. Reilly
Sister Mary Rita
Sister M. Rosa, O.S.F.
Brother Rudolph Xavier
Elizabeth W. Scanlon
Mary F. Schulte
Sister M. Teresita, O.S.D.
Brother Solano, O.S.F.
Margaret L. Stafford
Sister Mary Thomas, O.S.D.
Gertrude M. Townsend
Elizabeth M. Winckler

The Diploma of Graduation in Social Service is awarded to

Mildred Genevieve Black, B.S.
Ralph Joseph Glover, Ph.D.
Loretta Agnes Reagan
Margaret Rutledge Slattery
May Agnes Young

The Diploma of Proficiency in Business Administration is awarded to

Charles A. Anderson
George Joseph Baldwin
Herbert H. Becker
Henry J. Bojnowski
John J. Byrne
Robert F. Byrnes
Louis Cohen
Vincent L. Conway
Emil Croce
Louis J. Devlin
James E. Dornan
Frank R. Ferguson
Isidor Gadelowitz
Francis A. Gibbons
William R. Kelly
Ralph G. Krieger
Frederick J. Lambertus
Josephine Mastrangelo
Frank J. McGlinchy
William J. Monahan
John J. O'Sullivan
David S. Osofsky
James J. Reilly

The Degree of Bachelor of Laws, in course, is conferred on

Joseph Abramson
Charles G. A'Hearn
Joseph J. Allen
Thomas M. Anderson
Peter T. Andrew
John L. P. Anner
Anthony Aragona
S. Alfred Asciutto
Morton J. Ballinzweig, A.B.
Francis J. Baltrusaitis, A.B.
Herman Bard
William H. Barnes, A.B.
Edward J. Barry
Edward G. Bathon
Morris Bauman
Joseph A. Baxter
William J. Bell, A.M.
John F. Bennison
Walter W. C. Bent, A.B.
Hyman Berlin
Edwin T. Bernstein, A.B.
Samuel Bernstein
Frederick W. Beyer
Isidore Bierman
Helen M. Bing
Aaron Block, B.S. in S.S.
William J. Blohm
James F. Bonnell
Irving Braunstein
Francis A. Brick, Jr., A.B.
George H. Brockelbank, A.B.
John F. Browne
George Brussel, Jr.
William P. Bruton, A.B.
Reginald V. Bull
Joseph P. Burke, A.B.
Thomas A. Burke, A.B.
Henry F. Burns
William T. Burns, A.B.
John F. Butler
Martin P. Byrne
Wilford J. Byrne
Daniel J. Cahill, A.B.
Edward M. Campbell, A.B.
Felix G. Canale, B.S.
Allen J. Cannan, B.S.
William Canton
William J. Carlos
Joseph P. Carroll, A.B.
William Carroll
James R. Caruso
William F. Cassin
Louis Charnow
Leon D. Choffin
John P. Cimino
Joseph J. Cioffi, A.B.
Robert S. Cirincione
Francis S. Claps, B.C.S.
John J. Clarke
Adolph Cohen
Irving Cohen
Stanley Cohen, B.S.
Wilton D. Cole, A.B.
Cornelius V. Coleman, A.B.
Edward I. Condren
James B. Conlon
William C. Connelly
Thomas J. Connery, A.B.
Raymond D. Conron, A.B.
George Cooper
George H. Coppers (*Cum laude*)
James A. Corcoran
Edward P. Corsini
Charles C. Coughlin
John P. Courts
Margaret C. Cowley
Gervis J. Coxen, A.B.
John L. Coyle, A.B.
Richard P. Croake, A.B.
Joseph F. X. Cully, A.B.
Lena M. Cuneo
Henry F. Cunningham, Jr.
E. Vincent Curtayne, A.B.
Thomas C. Cusack, A.B.
Aston A. DaCosta
George A. Daly
Philip Davis
John J. B. Delaney, A.M.
Michael DelGreco
Joseph R. Dennis, A.B.
Edward DeSevo
Alan DeWitt, A.M.
Francis J. Dillon
George S. Donaldson, B.S.
John P. Donohue, Jr., A.B.
Thomas B. Donohue
Thomas F. Dooney, A.B.
John J. Dowling
Willard C. Downey
Charles J. Doyle, A.B.
Vincent K. Drury
James L. Duncanson, A.B.

Raymond W. Dunne
Hobert N. Durham, B.S.
Edward J. Dwyer
Thomas A. Dwyer, A.B.
John H. Edwards
Victor J. Ehrhorn
Hyman Eisenhandler
Philip Ellenbogen
Adalbert G. Elsenheimer
John H. English
John G. Esposito
Harry Etra, B.S. in S.S. (*Cum laude*)
Gerard M. Fahey, Ph.B. (*Cum laude*)
George E. Faithfull, B.S.
Edward A. Fallon, A.B.
John L. Farrell, B.S.
Norman J. Farrell, A.B.
Louise M. Fauser, A.B.
Abraham Feinberg
Harry Feldstein
Edward R. K. Fiencke, A.B.
George D. Finnegan, Jr. (*Graduate United States Military Academy*)
Bernard H. Fitzpatrick, A.B.
Jack Flamhaft
James J. Flanagan
Cornelius L. Flynn, B.C.S.
Daniel F. Flynn (*Cum laude*)
John L. Flynn
Robert Flynn, A.B.
Edward H. Foley
Erna K. Fowler
John J. Fox
Lawrence Fox
Louis J. Freda, A.B.
Eugene L. Freel, A.B.
Murray C. Fuerst
John F. Furey
Nathaniel M. Gallin
Salvatore T. Gambino
Joseph C. Gannon, B.S.
Eugene V. Geigle, A.B.
Joseph H. Gellman, A.B.
Louis Gendell, A.B.
James R. Gereghty
Joseph Giaimo
Irving S. Giles
John P. Gilmartin
Benjamin Ginsberg
Amedeo Giordano, A.B.
John A. Gleason, A.B.
Charles Goldberg (*Cum laude*)
Charles E. Goldberg, A.B.
Morris Goldberg
Benjamin Goldstein
Gene Goldstein
Sidney Goldstein
Owen T. Gorman
Morton D. Gottlieb, A.B.
Elizabeth M. Graham
Charles E. Greany, A.B.
Harris Greenberg
Joseph D. Greenberg
Joseph Grieco
Saul Grossman
Patrick J. Growney
Bernard Hahn
Jack Haimowitz
Francis J. Haley
Glen R. Hall, Ph.B.
John J. Halloran, A.B.
David H. Hammer
Edward J. Haniver, A.B.
Charles L. Hannelly, A.B.
Howard L. Harawitz, A.B. (*Cum laude*)
William J. Harding, Jr.
Frank S. Harman, B.C.S.
William A. Harrington, A.B.
Alton H. Healy, A.B.
Paul A. Heelan, A.B.
George Helferich
Everett A. Higgins, A.B.
Joseph P. Hintelmann, A.B.
James Holden
Joseph M. Howard
Edward F. Huber, A.B.
Edgar T. Hurley, B.S. in E.E.
Allen J. Indzonka
Harrison S. Jackson, B.S.
Milton S. Jacobson, A.B.
Alfred O. Jaeckel (*Graduate Webb Institute Naval Architecture*)
Stephen J. Jarema
Livingston S. Jennings
Alfred D. John, B.C.S.
Robert F. Jones, A.B.
William A. Jones
Edmund J. Kane, M.E.
Arthur J. Kane, Jr.
John M. Karl, B.C.S.
Maurice F. Karp, A.B.
Bertha Katz
Charles Kaufman
Thomas Francis Keefe
Martin J. Keeley, B.S. in Bus. Adm.

Charles B. Keenan
Virginia M. Kelleher
Helen E. Kelly, A.M.
John J. Kennedy
Augustus F. Keuthen
Michael J. Kiely, Jr., A.B.
Laurence D. Kieran, A.B.
Howard P. Kiernan
Charles Kissel
John A. Klett, A.B.
George F. Knapp, A.B.
Nathan Koseff, B.C.S.
Francis J. Kozminski
Bertram L. Kraus, Jr.
Max Krupp
Isidore Kupfer
John W. Lancaster, A.B.
William J. Lane, A.B.
David L. Lang
Sofio LaRosa
Matthew Lawless
Ezra G. Leavitt
Laumer C. Leonard
Carl L. Libby
William F. Litter, B.S. in Econ.
Anthony M. Livoti, B.S.
Dominic Loccisano, B.S. in S.S.
Stephen F. Loehr
Frank P. Lombardi
Frank P. Luongo
John A. Lynch
John P. Lynch, A.B.
Thomas P. Lynch
Martin J. Lyons
Thomas J. McAleer, Ph.B.
Henry L. McAvoy
Francis J. McCambridge, A.B.
Andrew C. McCarthy, A.B.
James J. McCarthy
Robert E. McCreedy, A.B.
Cyril L. McDermott, A.B.
Miles F. McDonald, A.B.
Edward F. McFadden, Jr.
Charles E. McGee
Joseph D. McGoldrick, A.B.
James A. McGough
Francis M. McGowan, A.B.
Harold McGrath, B.S.
James P. McGrattan, B.S.
William J. McGuire, A.B.
Joseph E. McKenna, A.B.
James T. McKeon
James J. McMahon, Jr.
Thomas J. McManus
Margaret M. Mack, B.S.
John J. Magovern
Francis T. Maguire
George F. Mahoney
Louis Maier, B.S.
John F. Manahan
Vincent A. Mancusi
Francis J. Mangravite
Daniel T. Manning, A.B.
Albert Marino
Jesse Markel
Donald J. Marran
Marie D. Marro
Charles Mauser
James May
Henry J. Medler
Joel Mencher
A. Robert Mercolino
Abram Meyerowicz
John H. Michels, A.B.
H. Gregory Miller, A.B.
Isidore H. Miller, B.S. in S.S.
Myron J. Mitnick
Anthony J. Moleti
John M. Montstream, B.S. in M.E.
Reginald Moore, A.B.
Angelo C. Morrone
Morris L. Moscowitz
James E. Mulcahy
Peter F. Mulhern
Joseph A. Mullins, B.C.S.
Charles P. Murray, A.B.
James A. Murray
Francis C. R. Musselman
Anthony Mutino
George Napolino
Walter T. Neville
Caesar Nobiletti, B.S. in S.S.
John F. Nugent, A.B.
Francis A. O'Brien
John Joseph O'Brien, A.B.
Leo F. O'Brien, A.B.
Philip M. O'Brien, Jr., A.B.
William J. O'Brien, A.B.
James J. O'Donnell
Edgar A. Oetheimer, A.B.
John E. O'Grady
Stephen J. Ohalek
Cornelius J. O'Keefe
Gerald B. O'Neill, A.B.
James W. O'Neill, A.B.
Norman D. Opramolla
Arthur J. O'Rourke
Vincent F. O'Rourke, A.B.

John J. M. O'Shea, A.B.
Romolo Ottavi
Nicholas A. Parlante
Francis A. Peloso
Louis Perlman
Samuel Perlman
Arnold H. Perlstein
Edward G. Perrine, A.B.
Robert G. Peters, A.B.
Edward H. Petruzzi
John H. Phelan
Michael Piznak
Morris Plesser
Francis Plumb
Maxwell Pollock
Joseph C. Porcelli, A.B.
Manfred G. Powell
Nathan H. Provisor
Thomas R. Purcell
John L. Quinlan
J. Arthur Quinn
John E. Quinn, A.B.
Peter A. Quinn, B.S. in C.E.
Ernest T. Racicot
Thomas L. Rammol
John J. Reddington, A.B.
John Francis Reed, Jr.
Edward E. Reichman
Eugene Reilly
William A. Reilly, A.B.
Thomas Riccobono
Bennett A. Riley, B.C.S.
Jeremiah J. Riordan, A.B.
John F. Rock, A.B.
Francis J. Rogers, A.B.
Thomas E. Rohan, A.B.
Frederick V. Romano
Robert N. Rose, A.B.
Julian B. Rosenthal
Leopold Rossi
Sol Roth
Robert Rubacky
Ralph Rugoff
George L. Ryan, A.B.
John F. Ryan, A.B.
John T. Ryan
Joseph F. Ryan, A.B.
J. Farrell Ryon
Thomas J. Scanlon
Harry Schechter (*Cum laude*)
Louise M. Schiele (*Cum laude*)
Edith Schild, A.B.
Frederick J. Schmidt, A.B.
Louis W. Schmidt, Jr., A.B.
Herman D. Schmier
Ebben Schramm, A.B.
George M. Schwartz
Philip Seigenfeld
Francis J. Shalloe, S.J., A.M.
Joseph J. Shapiro, M.E.
Cornelius D. Shea
Reuben Shefkowitz, A.B.
Andrew J. Sheridan
Francis J. Sheridan
Paul H. Sheridan, Jr.
Thomas J. Sheridan, A.B.
Albert D. Short
John W. B. Siefken, A.B.
Vincent L. Sileo
Abraham Sklar
George B. Smith
Henry I. Smith, B.C.S.
Joseph A. Smith
Lawrence J. Smith
Robert T. Smith
Pincus Sober, A.B.
Herman Soloway, A.B.
Eli M. Spark, A.B.
Benjamin Spector
Julius Spring
James P. Stahler
Francis X. Steffens, A.B.
Lillie Stillerman
Emilio M. Stirone
John Stothers, B.S.
William F. Sullivan
Bernard Tall
Joseph Tarby
Nelson H. Tegrarian
George B. Tepper
Raymond M. Tierney
Thomas J. Toomey, Jr., B.S. in C.E.
Anne M. Torpy, A.B.
Gabriel E. Torre
Patrick J. Tuffy, A.B.
Eugene Turano
Gertrude P. Turner
Vincent C. Tymann
Jerome F. Uhlinger
Nelson Underwood
John Useo
Owen J. Vahey, A.B.
John A. Valenti
Anthony J. Valicenti
Andrew A. Varga
Frank A. Verga
Charles Wagner
Helen R. Wansboro, A.B.

William W. Weinstock
Alex Weissman
Louis P. Williams, B.S. in S.S.
Solomon Winogradoff
Paul J. Wolski
Laurence N. Woodward, Ph.B.
Anthony J. Yaconetti, A.B.
Anthony Yannuzzi
J. Frank Young
Arthur L. Zagat, B.S.
Samuel W. Zerman, A.B.
Louis H. Zimmerman, B.S. in S.S.
Angelo E. Zingaro

The Degree of Bachelor of Science in Pharmacy is conferred on

John J. H. Corcoran
John L. Dandreau
Barnett Dunner
Meyer Garbus
Jacob Philip Kaufman
Peter Francis Lordi
Anthony J. Montebovi
Leonard J. Piccoli
Philip Schain
Abe Shainmark
Harry Silver
David Teff

The Degree of Pharmaceutical Chemist is conferred on

Harry John Chieregatti
William De Felice
Albert De Natale
Joseph Charles DiPerna
Albert John Genetelli
Nicholas Genovese
Vincent Albert Musetto
William H. Norton
Louis Rockowitz
Eduardo Rodriguez
Nishan Tususian
Meyer Walitsky

HONORS AND PRIZES

JUNE, 1929

Honors in the Graduating Class:

Students attaining a general average of 90% or over for the four years of their college course receive the following honors:

90 to 92% general average for the four years—*Cum laude.*
93 to 95% general average for the four years—*Magna cum laude.*
Over 95% general average for the four years—*Summa cum laude.*

In this year's Senior Class, the following were graduated with honors:

Joseph S. Murphy, *Magna cum laude.*
David J. Bannon, Jr., *Cum laude.*
Harold M. Callahan, *Cum laude.*
Joseph J. Comyns, *Cum laude.*
George F. Dietz, *Cum laude.*
Edward J. McNally, *Cum laude.*
Cyril R. Ryan, *Cum laude.*
Donald J. Ryan, *Cum laude.*
Patrick W. Skehan, *Cum laude.*

PRIZES

The Hughes Medal, founded by Eugene Kelly in memory of Archbishop Hughes, for the student passing the best oral examination in Philosophy, was awarded to

William F. McVann, '29.

The Jouin Medal, founded by the Alumni in memory of Rev. Louis Jouin, S.J., for the best paper on Evidences of Religion, was awarded to

Francis X. Connolly, '30.

The Mooney History Medal, for the best paper on History, said History relating to the Roman Catholic Church, was awarded to

Francis A. Sullivan, '29.

The Jouin-Mooney Medal, for the best paper on an ethical subject, was awarded to

Harold J. McAuley, '29.

The English Literature Prize of $50.00 in gold for the best paper on a literary subject, was awarded to

Francis X. Connolly, '30.

The Annual Graham Award, donated by Robert C. Graham, '06, through the Fordham University Club, to the student voted the most popular by the entire student body, was awarded to

John F. Murphy, '29.

The Fordham University Club Prize of $50.00 in gold, donated by the Fordham University Club to the member of the Council of Debate, who, in the opinion of his fellow-members, has done the best work and made the greatest progress during the year, was awarded to

John K. Carroll, '29.

The Fordham University Club Prize of $50.00 in gold, donated by the Fordham University Club, to the student in Senior Year who has done the most for Fordham, was awarded to

Harold J. McAuley, '29.

The Alumni Oratorical Medal, for the best original speech at the Annual Oratorical Contest, was awarded to

John K. Carroll, '29.

A Prize of $50.00 offered by the Particular Council of the Bronx of the Society of St. Vincent de Paul for the best essay on "Frederic Ozanam," was awarded to

Francis X. Connolly, '30.

The Heydt French Medal, donated by Dr. Herman A. Heydt, for the student passing the best examination in French, was awarded to

Norman T. Leboeuf, '32.

The Heydt Spanish Medal, donated by Dr. Herman A. Heydt, for the student passing the best examination in Spanish, was awarded to

Robert A. Nebot, '32.

AWARDS

The following members of the Graduating Class have received appointments as Second Lieutenants of the Coast Artillery Section, Officers' Reserve Corps, Army of the United States:

Alfred Brunacci,
Edward F. Durner,
John E. Evans,
Daniel F. Kelley.

The following members of the Graduating Class have also received appointments as Second Lieutenants of the Coast Artillery Section, to be effective when they become of age:

Francis S. Cronin,
Jerome N. Maher,
Finton J. Phelan, Jr.

For Qualification in Rifle marksmanship, a medal was presented to each of the following cadets at the annual R. O. T. C. Demonstration Drill on May 22:

Samuel F. Bacon	George T. Nullmeyer
Joseph A. Budetti	Anthony Porcelli
Richard J. Dalton	John J. Reynolds

Phillip E. Ryan

For the best drilled squad in the unit a prize was presented to each member of the squad:

William A. Kelly	Thomas F. Maher
Albert F. McCloskey	Simon M. Mannix
James E. McDonald	Charles G. Nagel
Patrick W. McMahon	Ward T. Posey

Prizes were also awarded to the following members of the R. O. T. C.:

Philip E. Ryan, for stripping and assembling Browning Machine Gun, blindfolded, against time, and for the best drilled cadet in silent manual of arms.

James E. McInenly, for the best drilled cadet in manual of arms.

Anthony Porcelli, for dismantling and assembling the Rifle Bolt, against time.

Nelson J. Edge, for dismantling and assembling Automatic Pistol, against time, and for the leading cadet in the Basic Course.

Cadet Major John E. Evans, Honor Man of the Graduating Class.

CLASS STANDING

The highest honors in each class are awarded to the student obtaining the highest average over 90% in his marks for the entire year. The prize for second honors is awarded to the student next in merit. Students attaining a yearly average of 85% are entitled to honorable mention.

The gold medal for the highest honors of the Graduating Class was awarded to, *ex aequo:*

Joseph J. Comyns Joseph S. Murphy

The silver medal for second honors was awarded to

David J. Bannon

Honorably mentioned:

James Altieri
A. Sidney Barritt
Harold M. Callahan
Francis J. Clarke
Pasquale H. Conforti
Agostino L. Corrado
John F. Cuff
George F. Dietz
William H. DiGiacomo
Harold M. Distler
Charles E. Duross
Warren A. Fitzgerald
Daniel F. Fitzpatrick
Edward J. Fontana
Douglas J. Hennessy
Richard J. Kennedy
James J. McDermott
Edward J. McNally
William F. X. McVann
Bruno Marangoni
Fred Marer
Francis J. Murphy
John A. O'Hale
Joseph P. Reynolds
Cyril R. Ryan
Bernard Silver
Patrick W. Skehan
Thomas P. Traynor

The gold medal for the highest honors of the Junior Class, Section "A," was awarded to

Brendan J. Byrne

The silver medal for second honors was awarded to

William F. Lynch

Honorably mentioned:

Daniel J. Ahern
Stanley J. Berman
James P. Casey
Harold X. Connolly
Thomas J. Kiernan

The gold medal for the highest honors of the Junior Class, Section "B," was awarded to

Joseph W. McGovern

The silver medal for second honors was awarded to

Howard A. Seitz

Honorably mentioned:

James V. Curtin
Joseph A. Doran
John J. Drummond
Phillip I. Eisenmenger
Harry A. Joyce
Henry J. Kennedy
Edward J. McDonald
John A. Mella
John James Murphy
Walter J. Neylon
John J. Reynolds

The gold medal for the highest honors of the Junior Class, Section "C," was awarded to

William R. White

The silver medal for second honors was awarded to

Pasquale Remondelli

Honorably mentioned:

Brian J. Gallagher
Walter F. Glennon
Edward H. Hughes
Hugh E. O'Neill
Thomas J. Ormsby
John K. Purcell
Charles S. Reilley
Raymond C. Ryan
William P. Whalen

The gold medal for the highest honors of the Junior Class, Section "D," was awarded to

VINCENT J. JORDAN

The silver medal for second honors was awarded to

JOSEPH F. X. MONAGHAN

Honorably mentioned:

ANTHONY P. DIMATTEO
THOMAS F. DOBSON
CARYLE V. FRAWLEY
JOSEPH R. HANLON
WILLIAM J. HARTIGAN
FRANCIS J. HIGGINS
WILLIAM L. LYNCH
JOHN J. MCGILL
JOSEPH T. MCGUIRE
WILLIAM J. O'NEILL
STANLEY C. POLTRACK
HAROLD J. SULLIVAN
JAMES R. WARREN

The gold medal for the highest honors of the Junior Class, Section "E," was awarded to

RAYMOND C. STRASSBURGER

The silver medal for second honors was awarded to

CLAUDE R. SCHWOB

Honorably mentioned:

JOHN M. CANNELLA
FRANK W. FARANDA
FRANK T. FINLEY
JOHN JOEL
LOUIS A. LANZETTA
OSCAR A. PALATUCCI
THOMAS V. RE
PETER B. RILEY
ANTHONY M. SOSCIA
JOSEPH S. STYGAR
DANIEL P. WREN

The gold medal for the highest honors of the Sophomore Class, Section "A," was awarded to

EUGENE L. DALY

Honorably mentioned:

JOHN C. DUFFY

The gold medal for the highest honors of the Sophomore Class, Section "B," was awarded to

GERARD J. GRIFFIN

Honorably mentioned:

JOHN D. FOUNTAIN JOSEPH C. WOLF

Honorably mentioned in the Sophomore Class, Section "C":

JOHN D. ALLEGRO NELSON J. EDGE
MARTIN J. GLYNN ARTHUR E. FLOOD
EDMUND J. MCNAMARA

The gold medal for the highest honors of the Sophomore Class, Section "D," was awarded to

VINCENT E. MARONEY

Honorably mentioned:

ANDREW A. ADINOLFI THOMAS P. GAINES
THOMAS R. CREIGHTON JOSEPH F. MCKAY
JAMES F. TUZIO

The gold medal for the highest honors of the Sophomore Class, Section "E," was awarded to

DANIEL M. GREEN

The silver medal for second honors was awarded to

ANTHONY F. ALOIA

Honorably mentioned:

FREDERICK J. HELBIG ATTILIO B. TUCCI

The gold medal for the highest honors of the Sophomore Class, Section "F," was awarded to

EDMUND G. BILL

Honorably mentioned:

EDWARD A. SILLIERE CHARLES J. WALSH

The gold medal for the highest honors of the Sophomore B.S. Class, Section "A," was awarded to

LOUIS TRUNCELITTO

Honorably mentioned:

FREDERICK J. HEIMBUCH

The gold medal for the highest honors of the Sophomore B.S. Class, Section "B," was awarded to

RAYMOND M. WALL

The silver medal for second honors was awarded to

CHARLES S. LYNCH

Honorably mentioned:

FREDERICK C. DE TROIA

The gold medal for the highest honors of the Freshman Class, Section "A," was awarded to

CASIMIR J. NOVOGOSKI

The silver medal for second honors was awarded to

ROBERT A. NEBOT

Honorably mentioned:

JOSEPH F. COUGHLIN
JOHN P. HAYES
HARRY G. FLETCHER
CHARLES E. OBERLE

The gold medal for the highest honors of the Freshman Class, Section "B," was awarded to

RALPH O. DATES

The silver medal for second honors was awarded to

PATRICK J. CROWLEY

Honorably mentioned:

JOHN J. HEHIR
ARTHUR G. MADDEN
WILLIAM F. KUHN
ROBERT L. PONSIGLIONE

The gold medal for the highest honors of the Freshman Class, Section "C," was awarded to

BERNARD J. O'CONNELL

Honorably mentioned:

ROBERT B. COLLINS
LAWRENCE T. KELLY
FREDERICK F. DALY
MARTIN J. TRACEY
HENRY F. WHITE

Honorably mentioned in the Freshman Class, Section "D":

JOHN J. CAHILL
EDWARD J. MCKENNA

Honorably mentioned in the Freshman Class, Section "E":

William J. Bleichert	Peter J. Hughes
Paul C. Clifford	John J. McGowan
Francis E. Dorn	David E. Morris

Honorably mentioned in the Freshman Class, Section "F":

Joseph A. Cuttita	Charles L. Frank
John J. Dougherty	John P. Keogh

James C. LaPorta

The gold medal for the highest honors of the Freshman B.S. Class, Section "A," was awarded to

Francis S. Moseley

The gold medal for the highest honors of the Freshman B.S. Class, Section "B," was awarded to

Lawrence J. Mattern

Honorably mentioned:

Michael J. Caplan	John J. Hurley
Alphonse T. Fiore	Frank J. Rio

PART III

CATALOGUE

SCHOOL OF LAW

THE
SCHOOL OF LAW
OF
FORDHAM UNIVERSITY

ANNOUNCEMENT, 1929-1930

FORDHAM UNIVERSITY
FORDHAM, NEW YORK, N. Y.

LOCATION OF THE SCHOOL

The School is located on the twenty-eighth floor of the Woolworth Building, in the center of the office district, in the vicinity of the Federal and State Courts, and within a few minutes' walk of the Brooklyn Bridge, the Subways, all the Elevated lines, the New Jersey Ferries and the Hudson Tunnels.

A section of the Evening School is conducted also on the University grounds, Fordham Road, New York.

INFORMATION

The office of the Registrar of the Law School in the Woolworth Building, 233 Broadway, New York, is open during every business day of the year. Information regarding the requirements of the School for entrance, for degree and for admission to the bar, may be obtained upon application.

For further information, address

CHARLES P. DAVIS, Registrar

Woolworth Building

New York, N. Y.

THE

SCHOOL OF LAW

OF

FORDHAM UNIVERSITY

NEW YORK

Academic Year 1929-1930

THE FACULTY

THE REV. WILLIAM J. DUANE, S.J., PH.D. . . . . *President*
THE REV. JOHN X. PYNE, S.J., *Regent and Professor of Jurisprudence*
THE REV. MOORHOUSE I. X. MILLAR, S.J.,
Professor of Constitutional Law
IGNATIUS M. WILKINSON, A.M., LL.B., LL.D.,
Dean and Professor of Law
I. MAURICE WORMSER, A.B., LL.B., LL.D. . . . *Professor of Law*
JOHN T. LOUGHRAN, LL.B., LL.D. . . . . *Professor of Law*
WALTER B. KENNEDY, A.M., LL.B. . . . . *Professor of Law*
FREDERICK L. KANE, A.M., LL.B. . . . . *Professor of Law*
JOHN A. BLAKE, A.B., LL.B. . . . . *Professor of Law*
FRANCIS J. MACINTYRE, A.M., LL.B. . *Associate Professor of Law*
LLOYD M. HOWELL, A.B., LL.B. . . . *Associate Professor of Law*
RAYMOND D. O'CONNELL, A.B., LL.B. . *Associate Professor of Law*
EDMOND B. BUTLER, A.M., LL.B. . . *Associate Professor of Law*
JOHN F. X. FINN, A.B., LL.B. . . . . *Associate Professor of Law*
JOHN S. ROBERTS, PH.D., LL.B. . . . *Associate Professor of Law*
ARTHUR A. MCGIVNEY, A.M., LL.B. . . *Associate Professor of Law*
GEORGE W. BACON, A.B., LL.B. . . . *Associate Professor of Law*
EDWARD Q. CARR, A.B., LL.B. . . . *Associate Professor of Law*
JOSEPH L. MELVIN, LL.B. . . . . *Lecturer in Law*
EDWARD J. O'MARA, A.B., LL.B. . . . . *Lecturer in Law*
WILLIAM J. O'SHEA, JR., A.B., LL.B. . . . . *Lecturer in Law*
THOMAS F. HENNESSY, A.B., LL.B. . . . . *Lecturer in Law*

EUGENE J. KEEFE, A.B., LL.B. . . . . *Lecturer in Law*
JULIAN A. RONAN, A.M., LL.B. . . . . *Lecturer in Law*
MORGAN J. O'BRIEN, 2D, A.B., LL.B. . . . . *Lecturer in Law*
JOHN F. KEATING, A.B., LL.B. . . . . *Lecturer in Law*
WILLIAM R. MEAGHER, A.B., LL.B. . . . . *Lecturer in Law*
THOMAS E. KERWIN, A.B., LL.B. . . . . *Lecturer in Law*

THE REV. JOSEPH T. KEATING, S.J., *Treasurer*
CHARLES P. DAVIS, *Registrar*
CHARLES H. BENN, *Librarian*

PURPOSE OF THE SCHOOL AND SYSTEM OF INSTRUCTION

The design of the School is to afford a practical and scientific education in the principles of

General Jurisprudence.

The Common and Statute Law of the United States.

The System of Equity Jurisprudence.

Pleading and Civil Procedure at Common Law and under the Practice Acts of New York, New Jersey and Connecticut.

The Course for the degree of Bachelor of Laws covers three years.

The case system of study is used. Under this method carefully selected collections of cases are employed as the basis of instruction, the object being to teach the student to deduce legal principles from reported cases, to apply these principles to other cases, and so to develop the power of legal analysis and accurate reasoning by the use of actual decisions of the courts.

Although the aim of the School is to train its students so that they may be qualified to practice law in any common law jurisdiction, special care is taken throughout the course to indicate in each subject the peculiarities of the law of New York. Particular attention is called to the following courses, which have special bearing on the New York law:

1. COMMON LAW AND CODE PLEADING.—In this course the principles of common law and code pleading are taught, and the chief similarities and differences between common law pleading and code pleading (which is in force in New York) are explained.

2. New York Civil Practice.—This course embraces a thorough study of the New York Civil Practice Act.

A comprehensive course in Analytical Jurisprudence is conducted which gives due consideration to the ethical and historical aspects of the problems with which the philosophy of the law is concerned.

It is believed that the courses of the School are so arranged as to unite a sound training in the fundamental principles of the law with a training in the practical application of these principles to actual legal work.

Courses in New Jersey Practice and Connecticut Practice respectively are given throughout the year. Either of these courses may be substituted for the New York Practice course by third year students; and, by arrangement with the Registrar, all students may take either of these courses specially, provided there be no conflict with regular courses.

REQUIREMENTS FOR ADMISSION

The School of Law is open to men and women. Applicants for degrees must be at least eighteen years of age upon entering the first year course, must be of good moral character and must present:

1. A certificate of graduation from a University or College approved by the Board of Regents of the University of the State of New York; or,

2. A certificate showing successful completion of two years of college work, or its equivalent, in a college or university of standing satisfactory to the School of Law, and proof of having obtained a law student qualifying certificate as required by the University of the State of New York and the Rules of the Court of Appeals.

Generally, where an applicant submits equivalents for regular college work, successful completion of at least sixty semester hours of work of college grade will be required.

It should be noted that the University of the State of New York requires certification to it on its own forms of completed high school and college work before its law student qualifying certificate will be issued. Applicants are advised, therefore, to obtain such forms as soon as possible from the Examinations and Inspections Division, State Department of Education, Albany, New York, to have same filled out promptly by the high school or college in which the appli-

cant pursued his preliminary studies and returned to the same department, to secure said certificate. Otherwise serious delay in obtaining the necessary credentials may ensue.

In the case of those who commence the study of law prior to October 15, 1929, graduation from an approved high school and satisfactory completion of one full year's study in a registered college or university or the equivalent thereof, as provided in the rules of the Court of Appeals, is necessary for the procurement of the law student certificate. On and after October 15, 1929, completion of two full years of such college study or the equivalent thereof, as provided in the said rules, in addition to graduation from an approved high school, will be necessary for the procurement of the law student certificate.

The Department of Education issues annually a publication known as "Handbook 27," which contains full information as to the institutions recognized by the University of the State of New York, and the courses which are accepted as high school equivalents. Application for such publication should be made directly to such department.

ADVANCED STANDING

Students complying with the foregoing requirements for admission to the School, who have, in addition, successfully pursued the study of law for at least one academic year in a law school maintaining standards satisfactory to the School of Law, may, on submission of a proper certificate showing successful completion of such work, be admitted to advanced standing. No student will be admitted to advanced standing beyond the second year without the special permission of the Dean.

NON-MATRICULATED AND SPECIAL STUDENTS

A limited number of persons, having a law student qualifying certificate, issued by the University of the State of New York, but not otherwise qualified for admission as hereinabove set forth, will be accepted as special students, not candidates for a degree, on presenting such evidence as the School may require of their fitness to study law. Generally such students must be qualified by reason of age and other experience so as not to impede the work of the class. The admission of such students, however, is not encouraged.

Arrangements may be made also with students who desire to pursue specially one or more courses at regular lecture hours.

STUDIES REQUIRED FOR DEGREE

Every candidate for the degree of Bachelor of Laws is required to take all the courses of the three years, except that third year students may elect any one of the Practice Courses.

REGISTRATION

Every applicant for admission to the School must appear in person at the office of the Registrar in the Woolworth Building to fill out the necessary application blank and to file the required credentials.

The Registrar will receive such applications from the third Monday in June until the opening of classes in September.

Students will not be registered under abbreviated or colloquial forms of recognized names. The registered name of the student will be entered on all certificates and degrees of the School, except in case of obvious error, or where the student shall have filed with the School a duly certified copy of an order of a court of competent jurisdiction permitting a change of name, and proof, satisfactory to the School, of compliance with the terms, if any, of such order.

All students already enrolled in the School must register personally at the Registrar's office prior to the commencement of the school year. Students eligible to enter the third year class must appear for this purpose on the Monday preceding the opening of classes between 9 a. m. and 5 p. m. Students eligible to enter the second year class must appear for this purpose on the Wednesday preceding the opening of classes between the same hours.

Any student who fails to appear as above required will not be admitted to classes without the special permission of the Dean.

DISCIPLINE

The admission, continuance upon the rolls, and graduation of every student is subject always to the full disciplinary power of the School of Law. Furthermore, since a student may be or become undesirable without being subject to disciplinary action, the School reserves the right to require any student to withdraw at any time without cause, and without assigning any reason for such action. In such case an honorable dismissal will be given and a rebate of any tuition fee paid, will be made pro rata for the unexpired term.

EXAMINATIONS AND GRADES

Written examinations are held at the end of each semester in all subjects completed therein and as essential parts thereof. Classroom work, so far as practicable is also a determinant of general standing.

Examinations are conducted on every week-day. The hours of examination for all classes will be from 4.00 p. m. to 7.00 p. m., except that the hours on Saturdays will be from 3.00 p. m. to 6.00 p. m.

Excessive absences from lectures will bar the student from examination.

Students must present themselves for examination at the examination held immediately upon completion of every subject unless excused by the Dean. Omission to do so will constitute a failure of such examination by the student.

The standing of students will be indicated by the letters A, B, C, D and F, signifying Excellent, Good, Fair, Poor and Failure respectively. A paper of exceptional merit will be marked A+.

Failed or omitted examinations aggregating more than two major courses or their equivalent will constitute a failed year. In such case the student's withdrawal from the School will be required, unless the special permission of the Dean to repeat the entire year be obtained. Such permission will be granted only in extraordinary cases.

Failed or omitted examinations aggregating not more than two major courses or the equivalent may be retaken, in the case of first and second year subjects, at the next regular examinations only, and in the case of third year subjects at conditioned examinations only, held on the five days immediately following Labor Day. If again failed or omitted, the student will be required to repeat the subject.

Failure to pass or omission to take the first examination offered in a repeated course or in any course in a repeated year, will require the student's withdrawal from the School.

Where a student's standing is generally of such low grade as to indicate, in the opinion of the Dean, that he cannot continue the work of the School with profit, his withdrawal from the School will be required. To continue in good standing, a student must maintain an average grade of at least C.

LAW LIBRARY

The library is located on the Broadway front of our quarters, with steady natural light by day, and the most modern system of shaded artificial light for evening work.

The location of the space, on the twenty-eighth floor, looking east, with an unbroken view for many miles, and with quiet assured by the height above the street and the solid walls separating the library from the other rooms, all contribute to its attractiveness.

The library is open throughout the year to the students of the School of Law and its alumni after 9.00 a. m.

A library for the use of the University section of the Evening Division is maintained in the new Library Building on the University grounds. Students in this section have the privilege also of using the library in the Woolworth Building.

PRIZES

In every class the student attaining the highest average in recitations and examinations throughout the year will be awarded a prize of fifty dollars ($50.00) in gold.

A prize, known as the Chapin Prize, consisting of the income of the sum of two thousand dollars ($2,000), established by the will of Mrs. Mary Knox Chapin, widow of Professor H. Gerald Chapin, who for many years and until his death was a member of the faculty of the School, is awarded annually to that graduate of the School who has attained the highest average in his studies throughout the full course at the School. This prize amounts to one hundred dollars.

ADMISSION TO THE NEW YORK BAR

The New York State Bar Examinations are open at once to all graduates of the School who are citizens of the United States and for six months actual residents of this State.

Under the revised rules of the Court of Appeals of New York, candidates, passing the bar examinations, who are college graduates are eligible for admission to practice upon satisfying the requirements of the proper committee on Character and Fitness, and upon completion of the service of a regular clerkship in the office of a practicing attorney for a period of six months after taking the bar

examinations. In the case of non-college graduates, the required period of clerkship is one year. Six months of this time may be served before taking the bar examinations and six months thereof must be served after taking the same. At the student's option, successful completion of a fourth year of law study in an accredited law school may be substituted for the first six months' period.

COMMENCEMENT

The Annual Commencement of the School of Law will be held at Fordham on Tuesday, June 11, 1929.

ACADEMIC YEAR

The first term of the academic year 1929-1930 will begin on Monday, September 23, 1929, and end on Friday, January 31, 1930. The second term will begin on Monday, February 3, 1930, and end on Tuesday, June 3, 1930. Classes will not be held on any legal holiday, the Friday following Thanksgiving Day, All Saints' Day, the Feast of the Immaculate Conception and Ascension Day.

The Christmas recess will begin after the close of lectures on Monday, December 23, 1929, and classes will be resumed on Thursday, January 2, 1930; the Easter recess will begin after lectures on Wednesday, April 16, 1930, and classes will be resumed on Tuesday, April 22, 1930.

Matriculation in course is not permitted in the second semester. Special students, however, may register for courses which are conducted during the second semester only.

The School does not conduct any courses during the summer.

FEES

The following fees are payable:

Matriculation fee $10.00
Due upon acceptance of application for registration.

University fee $10.00
Due upon the first day of every academic year from all students.

Tuition fee, per annum $200.00

For students entering the School, one-quarter of this amount is due upon acceptance of application for registration, one-quarter upon the first day of the academic year, and the balance on February 1,

following. For all other students, tuition is due one-half upon the first day of the academic year and the balance on February 1, following.

Graduation fee $20.00
Due at beginning of final examinations.

Conditioned examination fee $10.00
Due before taking any failed or omitted examination.

No degree is granted or certificate of attendance issued to any student who has not paid all fees due from him to the School.

No student who is in default more than two weeks in the payment of any fee will be permitted to attend lectures or to take any examination during the continuance of such default.

No fee paid or any portion thereof is returnable upon a student's withdrawal from the School. Where illness, physical disability or other extraordinary circumstance requires a student to leave, he may file with the School a written statement of the causes of such withdrawal. Thereupon the School will take under consideration the equities of the case; but in no event will any fee paid upon acceptance of application for registration be returned.

LIVING ACCOMMODATIONS

The School does not maintain a boarding department, but information as to where board and rooms can be obtained will be furnished on application.

HOURS OF INSTRUCTION

The School of Law has three divisions; the morning division, the afternoon division, and the evening division, the work of all divisions being identical.

Once registered in a given division or section of the School, a student may not transfer, at any time, to any other division or section.

Morning School.—Classes will be held on every week-day, except Saturday, commencing at 9.30 o'clock.

Afternoon School.—Classes will be held on every week-day, except Saturday, commencing at 2.30 o'clock.

Evening School.—Classes will be held in the evening of every week-day except Saturday, commencing at 6 o'clock in the Woolworth Building, and at 6.30 o'clock on the University grounds.

Class hours are subject to change at the discretion of the faculty.

The schedule may be consulted for the order of lectures.

COURSE OF STUDIES

Subject to change at the discretion of the faculty.

FIRST YEAR

AGENCY. Professor Blake, Associate Professor Roberts and Mr. Keefe. Two hours a week, second half-year. Mechem's Cases on Agency (2d Ed.).

CONTRACTS. Professor Wormser, Associate Professor Finn and Associate Professor Bacon. Four hours a week, first half-year; two hours a week, second half-year. Keener's Cases on Contracts; Revised Edition by Wormser and Loughran.

CRIMINAL LAW AND PROCEDURE. Associate Professor Howell, Associate Professor Bacon and Mr. O'Shea. Two hours a week, second half-year. Beale's Cases on Criminal Law (4th Ed.).

DOMESTIC RELATIONS. Professor Kane, Associate Professor O'Connell and Mr. Keefe. Two hours a week, first half-year. Woodruff's Cases on Domestic Relations (3d Ed.).

JURISPRUDENCE. The Rev. John X. Pyne, S.J. Lectures, two hours a week, second half-year. Jurisprudence, Salmond (7th Ed.).

PLEADING. Associate Professor Bacon and Mr. O'Shea. Two hours a week, first half-year. Ames's Cases on Pleading (2d Ed.).

PROPERTY, PERSONAL AND REAL. Professor Kennedy, Professor Blake and Associate Professor Butler. Two hours a week. Kennedy's Cases on Personal Property; Blake's Cases on Real Property.

TORTS. Professor Wilkinson, Associate Professor McGivney and Mr. Keating. Two hours a week. Hepburn's Cases on Torts.

SECOND YEAR

BANKRUPTCY. Mr. Hennessy, Mr. Keefe and Mr. Meagher. Two hours a week, second half-year. Williston's Cases on Bankruptcy (2d Ed.).

BILLS AND NOTES. Professor Kennedy and Mr. Kerwin. Two hours a week, first half-year. Smith and Moore's Cases on Bills and Notes (2d Ed.).

CORPORATIONS. Professor Wormser, Associate Professor Carr and Mr. Kerwin. Two hours a week, second half-year. Canfield and Wormser's Cases on Private Corporations (2d Ed.).

DAMAGES. Associate Professor Howell and Associate Professor O'Connell. Two hours a week, first half-year. Russell's Cases on Damages.

EQUITY. Professor Wilkinson, Associate Professor McGivney and Mr. Hennessy. Two hours a week. Ames's Cases on Equity Jurisdiction, vol. 1.

EVIDENCE. Professor Loughran, Associate Professor Howell and Associate Professor Roberts. Two hours a week. Loughran and Roberts's Cases on Evidence.

REAL PROPERTY. Professor Blake, Associate Professor Roberts and Mr. Keefe. Two hours a week, first half-year. Warren's Cases on Conveyances.

SALES. Professor Kane, Professor Kennedy and Associate Professor Bacon. Two hours a week. Williston's Cases on Sales.

WILLS. Professor Blake, Associate Professor Bacon and Associate Professor Carr. Two hours a week, second half-year. Costigan's Cases on Wills.

THIRD YEAR

CONFLICT OF LAWS. Professor Kennedy, Associate Professor MacIntyre and Mr. O'Brien. Two hours a week, second half-year. Beale's Cases on Conflict of Laws.

CONNECTICUT PRACTICE COURSE. Mr. Melvin. Two hours a week.

CONSTITUTIONAL LAW. The Rev. Moorhouse I. X. Millar, S.J. Two hours a week, first half-year. Long's Cases on Constitutional Law.

EQUITY. Associate Professor Carr and Mr. Meagher. Two hours a week, first half-year. Ames's Cases on Equity Jurisdiction, vols. 1 and 2.

INSURANCE. Associate Professor Howell and Associate Professor O'Connell. Two hours a week, second half-year. Woodruff's Cases on Insurance (2d Ed.).

MORTGAGES. Professor Wormser and Mr. Hennessy. Two hours a week, first half-year. Wormser's Cases on Mortgages.

NEW JERSEY PRACTICE COURSE. Mr. O'Mara. Two hours a week.

NEW YORK CIVIL PRACTICE ACT. Professor Loughran and Associate Professor Carr. Two hours a week.

PARTNERSHIP. Professor Blake, Associate Professor Howell and Mr. Ronan. Two hours a week, first half-year. Gilmore's Cases on Partnership. (American Case Book Series.)

QUASI CONTRACTS. Professor Kennedy and Mr. Ronan. Two hours a week, second half-year. Thurston's Cases on Quasi Contracts.

SURETYSHIP. Professor Kane and Mr. Kerwin. Two hours a week, second half-year. Ames's Cases on Suretyship.

TRUSTS. Associate Professor Butler and Associate Professor McGivney. Two hours a week. Scott's Cases on Trusts.

The Degree of BACHELOR OF LAWS was conferred upon students of the Class of 1928 as follows:

Adams, Francis W. B., A.B.
Ahern, Richard G.
Aherne, John M., A.B. (*cum laude*)
Aaronson, Benjamin, B.S.
Bakrat, Abraham S.
Barlaz, Elias
Barrett, John J.
Begley, Alexander P.
Begun, Isidore A.
Bello, Frank J.
Berger, Clara V.
Berlinger, James O.
Beseda, Ethel G.
Bickman, Frederick W.
Bill, Joseph G., A.B.
Blum, Herman A.
Bobkoff, Henry M.
Bonomi, John A.
Bontempo, Emilio J.
Boyle, Daniel M.
Brady, Vincent J., A.B.
Bray, Harry
Brennan, John F.
Brennan, Paul P., B.S.
Brennan, Thomas A., A.B.
Brenner, George A., A.B.
Brenner, William N.
Brill, Joseph E.
Brock, Roger J.
Brooke, Milton M.
Brown, Louis
Browne, John E.
Brownstein, Benjamin
Bruce, Burton L.
Buonomo, Lorenzo
Burke, Edward T.
Burke, J. Stewart
Carlucci, Joseph F.
Carroll, James J., A.M. (*cum laude*)
Casale, John J.
Cataldo, Anthony B.
Charles, Richard P., A.B.
Chavkin, Samuel
Cherry, James R., Jr.
Chisaski, George W. J.
Cioffi, John M.
Clancy, John G., B.S. (*cum laude*)
Cohen, Charles
Cohen, Rubin
Collins, Edmund C.
Collins, Paul, A.B. (*cum laude*)
Comesky, Frank
Conlan, Colgan
Conneman, George J.
Connery, Matthew J.
Conroy, Edwin J., B.S.
Consentino, Anthony C.
Corsaro, Frank J.
Crook, Milton M.
Culloton, Bernard A., A.B.
Curran, Charles L.
Curran, Robert E., A.B. (*cum laude*)
Davidson, Irving, B.S.
Deady, Joseph E., A.B.
Deak, Joseph R.
Delaney, Wilbur H., A.B.
Devany, John A., Jr.
DiMotta, C. Charles
Doell, Henry V.
Donovan, Edward L., M.E.
Donovan, Michael V., A.B.
Doyle, James F.
Doyle, Louis J.
Dow, Oscar C., A.B.
Downes, John F.
Driscoll, Bertram E., M.E.
Duffy, Thomas A.
Dunn, Donald M., A.B. (*cum laude*)
Dunn, Michael F.
Dunn, Ronald J., A.B.
Dunphy, Frank X.
Duschatko, Alfred, A.M.
Dwyer, Charles F.
Dwyer, Gerald E., A.B.
Edelbaum, Maurice
Egan, Martin J.
Egan, William C., A.B.
Etra, Max J., B.S. in S.S.
Evans, Harry G.
Ewald, Harry J.
Ewertz, Karl J., Ph.B.
Faber, Richard C.
Fargis, George B.
Farrell, James P.
Farrell, John F.

Feldman, Arnold E.
Finn, John B.
Finnegan, Frederick T., A.B.
Finnegan, Martin J.
Fitzgerald, John D.
FitzGerald, Gerald R., A.B.
Fitzgibbons, John J.
Fitzpatrick, Eugene P.
Fitzpatrick, Francis J., A.B.
Fletcher, William H., Jr.
Fogarty, Henry E.
Foley, Joseph M.
Friedgen, Herbert G.
Friedman, Bernard
Gabrielli, Tebaldo
Gaffney, James G., A.B.
Gaffney, Thomas A.
Gallagher, Francis X. (*cum laude*)
Gallagher, Frank A., A.B.
Gardonyi, Eugene
Gaynor, Stephen A., A.B.
Gebhard, Virginia L., A.B.
Germain, William S.
Gilleran, John B.
Gold, Nathaniel W.
Goldberg, Joshua
Gonsalves, Thomas J.
Gough, J. Emerson
Greene, Charles J.
Greenstein, Paul
Greenwald, Sadie
Gross, Benjamin
Grouse, John M.
Gunn, Bernard A.
Hagan, Thomas R.
Hamel, Alfred P., A.B.
Hanlon, Patricia B.
Hannibal, Hamilcar B.
Hanrahan, Edmund M.
Hans, Francis J., A.B.
Harding, Joseph J., B.S. in Com.
Harrington, Earle J.
Harrison, Theodore L.
Harsany, Charles J., B.S.
Hawthorne, William J., A.B.
Hayden, J. Francis
Heitler, Herman L.
Hemlin, Stanley F., A.B.
Higgins, Edward T., A.B.
Hill, Leland W., A.B.
Hiney, Francis J., A.B.
Hitchcock, Robert M., A.B. (*cum laude*)
Hoey, John J., A.B.
Hoffman, Philip
Holley, Albert H., B.S.
Honigsbaum, Jacob S., A.B.
Horin, Eli N. (*cum laude*)
Horn, William
Houde, Daniel J.
Howard, Charles L., A.B.
Howley, William E., A.B.
Hummel, Adolph S., A.B.
Hunt, Roderick J.
Isola, Adelaide S., Ph.D.
Jannicola, Paul
Jordan, John W.
Joseph, Rae Hecht
Joseph, Seymour
Junkerman, William J., A.B.
Kalt, William J., A.B.
Katz, Joseph
Katz, Meyer T., B.S.
Kavesh, Harry
Kay, Israel
Keefe, William A.
Kelly, Hubert P., A.B.
Kennedy, Andrew J., A.B.
Kenney, Clifford
Kiernan, John
Kiernan, Thomas J., A.B.
Kraf, Harry
Kupfer, George
Lagiusa, James L.
Lamude, C. Gordon, A.B.
Lavery, Hugh A.
Lawton, Frank H.
Lazarus, Joseph A., A.B.
Leddy, Harold L., A.B.
Leczenbaum, Abraham, B.C.S.
Leiser, George E., B.S. in Com.
Leone, Michael F.
Levenson, Abraham L.
Levy, Henry
Licht, Louis W.
Linett, Jacob
Lipton, Robert M., A.B.
Ludden, Edmund F., C.E.
Lunn, George R., Jr.
Lynch, Francis T., B.S.
Lynott, Leo T., A.B.
Lyons, Matthew J., A.B.
McAllister, Frances M., A.B.
McAllister, Margaret M., A.B.

McAnany, Richard J., A.B.
McCaffrey, Edward T.
McCarthy, Henry A., A.B.
McCarthy, James A., A.B.
McCarthy, Thomas F., B.S.
McCloskey, Joseph M., A.M.
McConnell, Charles R., A.B.
McCooey, Everett D.
McCourt, Thomas J., Jr., A.B.
McDermott, John F.
McDermott, Paul E.
McDonald, Joseph A.
McGettrick, Edward T.
McGinley, Charles B.
McGoldrick, Edward J., Jr.
McIlvaine, Joseph M.
McKearney, George W.
McMahon, Daniel J., A.B.
McManus, Thomas H.
McQuade, John J., A.B.
McShane, Edward F., A.B.
McVann, Thomas T.
Macnamara, Norman M.
Maday, William T., A.B.
Madden, Paul J.
Madden, Thomas A.
Maguire, Clarence B.
Maguire, Joseph L., A.B.
Mahoney, Francis J.
Mainzer, Eugene F., A.B.
Manck, Isidore I., B.L.
Mandell, Austin B.
Marcus, Alan D.
Martin, Edmund O.
Martinis, Joseph A.
Meisnere, Raymond B.
Michaelson, Ephraim
Micari, Frank
Milano, Salvator
Miraglia, Humbert M., A.M.
Monness, Ira H., B.S. in Bus.
Monness, Murray, B.S. in Bus.
Moore, Allen E., B.S. in M.E.
Morgan, Thomas R.
Morse, John F.
Mortati, Federico
Mosca, Patrick J.
Mosher, Alfred J.
Muccia, Michael A.
Mulry, James B.
Murphy, Francis D.
Murphy, James F., Jr.
Mylod, Charles J., A.B.
Nadell, Murray M.
Nash, Robert P., A.B.
Neugeboren, Benjamin
Neustadter, Hyman
Nipomnich, Jacob B.
Nolan, E. Talbot
Nolan, Marie E., A.B.
Noonan, Gregory F.
Noonan, Robert E.
O'Brien, Raymond F., A.M.
O'Connell, James M.
O'Connell, William J., A.B.
O'Connor, John J.
O'Grady, John J., Jr., A.B.
O'Hara, James M., B.S. in Bus.
O'Hare, John J., A.M.
O'Neill, Joseph V., A.B.
O'Reilly, Eugene J., B.S. in C.E.
O'Reilly, John J.
O'Rourke, William F.
Pagano, Francis X., B.S. in S.S.
Pantaleone, Stephen P.
Paolillo, Andrew
Parmer, Mabel, A.B.
Patri, Oliver M.
Perlman, Benjamin, B.S. in S.S.
Perrin, Nathan
Peterson, Edwin E., A.B.
Pfister, Joseph W.
Popper, David D.
Port, Joseph
Powers, Thomas F.
Powers, Urban C.
Pratesi, Robert
Price, Harry A., A.B.
Prince, Abraham
Quinn, James J.
Quinn, William V.
Quinzada, Antenor
Rabinowitz, Samuel
Rafferty, William P., A.B.
Ransom, Llewellyn A.
Raport, Frederick J.
Rapuano, Henry W.
Rascoff, David
Ratner, Nathan
Reagan, Joseph F.
Reap, John A., B.S.
Regan, Estelle B.
Reid, Herbert P.
Reilly, Philip C., A.B.
Reilly, Thomas A., A.B.
Reynolds, Ralph E.

Ricciardelli, Quirinus A., A.B.
Rickert, Harry L.
Robinson, Harry W.
Rodenberg, Charles B.
Rogan, William P., A.B.
Rose, Arthur H.
Rosenbaum, Isidore
Rosenberg, Adolph
Rosenberg, Edwin
Rosenblum, Samuel
Rotolo, Vincent M.
Rubin, Irving A.
Rubino, David R.
Saling, Charles P.
Salmon, Edgar J.
Salvador, Carlo F., B.S.
Salvatore, Nicholas
Santoro, Ralph A.
Scanlon, Daniel P., A.B.
Schein, Samuel
Schenck, Samuel
Schnier, Samuel
Schratter, Joseph
Schreiberg, Sidney
Schroeder, George W., A.B.
Schulz, Eugene G., A.B.
Schwartz, Benjamin
Schwartz, George M., M.E.
Scipione, Albert
Shalvey, Sylvester J., B.S. in S.S.
Shanley, Bernard M.
Shapiro, Samuel
Shaughnessy, Joseph R., A.B.
Sheldon, Lawrence J.
Sheridan, Albert B., A.B.
Shulman, Martin
Silver, Milton
Silverstein, Abraham
Slattery, Walter J.
Slutzky, Samuel L.
Smedley, M. Harvey, A.B.
Smith, Nicholas F.
Solomon, Carlton Z.
Stoldt, Sydney V.
Stone, Daniel H.
Stumpf, Joseph C.
Sullivan, Francis T., A.B.
Sullivan, William J., A.B.
Sullivan, William P., M.E.
Sweeney, James L., A.B.
Sweeney, Raymond G. F., B.S.
Sweeney, William A., A.B.
Tanz, Channa
Thompson, Ella C.
Tierney, Charles G.
Tierney, John M. B., A.B.
Tobin, Austin J., A.B.
Toussaint, Armand J.
Tracey, Harold W.
Trimarco, Vincent N.
Turano, Frederick
Uihlein, Vincent P., A.B.
Vaccaro, Aurelio
Vallone, Charles J.
Van Houten, Norman B.
Wall, William G., A.B.
Walsh, Joseph P.
Walsh, Ralph P., A.B.
Weidberg, William
Weiner, Herman
Weinstein, Benjamin E.
Weiss, Murray, E.E.
Weymar, William, Jr.
Whalen, Thomas J., A.B.
Widmayer, Theodore L., B.S.
Wilen, Max V., B.S.
Williams, Harry J., A.B.
Williamson, Robert
Wilner, Seymour J.
Wohlfert, Bernard
Woolf, Louis
Yannella, Pasquale P.
Zerbarini, Angelo J., B.S. in E.E.
Zimmerman, Louis
Zweigbaum, Abraham M., A.B.

The Honors of the Graduating Class were awarded to:

ELI N. HORIN . . . . . MORNING DIVISION
ROBERT M. HITCHCOCK, A.B. . . . . AFTERNOON DIVISION
JOHN M. AHERN, A.B. . . . . EVENING DIVISION*
DONALD M. DUNN, A.B. . . . . EVENING DIVISION†

*Manhattan Section. †Bronx Section.

The Chapin Prize was awarded to:
Donald M. Dunn, A.B.

The Prizes for the Highest Standing (1927-1928) were awarded as follows:

Third Year Class	Morning	Eli N. Horin
Third Year Class	Afternoon	Robert M. Hitchcock, A.B.
Third Year Class	Evening*	Frances M. McAllister, A.B.
Third Year Class	Evening†	Donald M. Dunn, A.B.
Second Year Class	Morning	Louise M. Schiele
Second Year Class	Afternoon	Harry Schechter
Second Year Class	Evening*	Charles E. Goldberg, A.B.
Second Year Class	Evening†	Edward J. Haniver
First Year Class	Morning	Herbert M. Levy, B.S. in S.S.
First Year Class	Afternoon	Ferdinand A. Perissi
First Year Class	Evening*	Abraham Kurtz, B.S.
First Year Class	Evening†	Casimir J. F. Patrick, A.B.

* Manhattan Section. † Bronx Section.

REGISTER OF STUDENTS, 1928-1929

THIRD YEAR—MORNING CLASS

A'Hearn, Charles G.
Andrew, Peter T.
Bell, William J., A.B.
(Fordham University)
Bennison, John F.
Berlin, Hyman
Bierman, Isidore
Bing, Helen M.
Brockelbank, George H., A.B.
(Cornell University)
Byrne, Martin P.
Cannan, Allen J., B.S.
(Fordham University)
Carlos, William J.
Caruso, James R.
Charnow, Louis
Cimino, John P.
Cioffi, Joseph J., A.B.
(Manhattan College)
Claps, Francis S.
Cohen, Adolph
Cohen, Irving
Cooper, George
Corsini, Edward P.
Coyle, John L., A.B.
(New York University)
Cuneo, Lena M.
Davis, Philip
Doyle, William J., Jr., A.B.
(Lafayette College)
Duggan, Joseph B.
Ellenbogen, Philip
Feldstein, Harry
Flamhaft, Jack
Flynn, John L.
Fowler, Erna K.
Fox, John J.
Gambino, Salvatore T.
Giaimo, Joseph P.
Gilmartin, John P.
Ginsberg, Benjamin
Giordano, Amedeo, A.B.
(Georgetown University)
Goldberg, Morris
Goldstein, Sidney
Grossman, Saul
Hahn, Bernard
Haimowitz, Jack
Harding, William J., Jr.
Indzonka, Allen J.
Jackson, Harrison S., B.S.
(Howard University)
Jennings, Livingston S.
Karp, Maurice, A.B.
(University of Michigan)
Katz, Bertha
Kelleher, Virginia M.
Kenny, Joseph F.
Kissel, Charles
Kozminski, Francis J.
Krupp, Max J.
Kulze, Richard
La Rosa, Sofio
Lawless, Matthew
Levy, Morris
Livoti, Anthony M., B.S.
(St. John's College, Brooklyn)
Lynch, John A.
McCormack, John J.
McKeon, James T.
Magovern, John J., Jr.
Mencher, Joel
Mercolino, A. Robert
Meyerowicz, Abram
Moleti, Anthony J.
Murray, Thomas J.
Neville, Walter T.
O'Brien, Margaret
O'Donnell, James J.
Oetheimer, Edgar A., A.B.
(St. John's College, Brooklyn)
O'Neill, James W., A.B.
(Fordham University)
Palumbo, Don F.
Parlante, Nicholas A.
Pelletier, Cleary
Perlman, Louis
Quinlan, John L.
Rammol, Thomas L.
Romano, Frederick V.
Rosenthal, Albert
Rossi, Leopold V.
Roth, Sol
Rugoff, Ralph
Schiele, Louise M.
Schild, Edith, A.B.
(New York University)
Short, Albert E.

Sklar, Abraham
Smith, George B.
Smith, Lawrence J.
Spector, Benjamin
Spring, Julius
Stahler, James P.
Stillerman, Lillie
Stirone, Emilio M.
Stothers, John, B.S.
(Wesleyan University)
Tarby, Joseph
Tegrarian, Nelson H.
Tymann, Vincent C.
Valenti, John A.
Verga, Frank A.
Zagat, Arthur L., B.S.
(College of the City of New York)
Zerman, Samuel W., A.B.
(Columbia University)
Zimmerman, Louis H., B.S. in S.S.
(College of the City of New York)
Zingaro, Angelo E.

THIRD YEAR—AFTERNOON CLASS

Abramson, Joseph
Allen, Joseph J.
Aragona, Anthony
Asciutto, Sam A.
Baltrusaitis, Francis J., A.B.
(College of the Holy Cross)
Bard, Herman
Barry, Edward J.
Bauman, Morris
Bernstein, Samuel
Beyer, Frederick W.
Blohm, William, Jr.
Braunstein, Irving
Brewer, Thomas C., Jr., A.B.
(Columbia University)
Brick, Francis A., Jr., A.B.
(Columbia University)
Bull, Reginald V.
Canale, Felix G., B.S.
(New York University)
Carroll, Joseph P., A.B.
(Fordham University)
Cassin, William F.
Clarke, John J.
Cohen, Stanley
Conlan, James B.
Connelly, William C.
Conron, Raymond D., A.B.
(Fordham University)
Courts, John P.
Del Greco, Michael A.
DeSevo, Edward
Donaldson, George S., B.S.
(New York University)
Donohue, John P., Jr., A.B.
(Fordham University)
Downey, Willard G.
Doyle, Charles J., A.B.
(Fordham University)
Driscoll, Joseph C.
Dunne, Raymond W.
Dwyer, Edward J.
Dwyer, Thomas A., A.B.
(College of the Holy Cross)
Edwards, John H.
Eisenhandler, Hyman
Etra, Harry, B.S. in S.S.
(College of the City of New York)
Faithfull, George E., B.S.
(Massachusetts Institute of Technology)
Fallon, Edward A., A.B.
(University of Notre Dame)
Feinberg, Abraham
Fox, Lawrence
Fuerst, Murray C.
Furey, John F.
Gallin, Nathaniel M.
Gaudino, Joseph
Giles, Irving S.
Gleason, John A., A.B.
(Princeton University)
Goldberg, Charles
Goldstein, Benjamin
Goldstein, Gene
Graham, Elizabeth M.
Greenberg, Harris
Greenberg, Joseph D.
Grieco, Joseph P.
Hammer, David H.
Harwit, Howard L., A.B.
(Syracuse University)
Holden, James
Jarema, Stephen J.
Jones, Robert F., A.B.
(University of Pennsylvania)
Kane, Arthur J., Jr.
Kantrowitz, William
Kieran, Lawrence D., A.B.
(College of the Holy Cross)
Klett, John A., A.B.
(Cornell University)

Knapp, George F., A.B.
(Manhattan College)
Korn, Nathan
Kosseff, Nathan, B.C.S.
(New York University)
Kraus, Bertram L., Jr.
Kupfer, Isadore
Lancaster, John W., A.B.
(Lincoln University)
Lang, David L.
Lynch, John P., A.B.
(University of Notre Dame)
Lyons, Martin J., Jr.
McAleer, Thomas J., Ph.B.
(Providence College)
McAvoy, Harry L.
McCambridge, Francis J., A.B.
(College of the Holy Cross)
McGee, Charles E.
McGoldrick, Joseph D., A.B.
(Columbia University)
McGough, James A.
McGowan, Francis M., A.B.
(Fordham University)
McGrattan, James P., B.S.
(Fordham University)
McMahon, James J., Jr.
Mack, Margaret M., B.S.
(College of New Rochelle)
Mangravite, Francis S.
Marino, Albert
Markel, Jesse M.
Marran, Donald J.
Marro, Marie D.
Mauser, Charles
Menken, Arthur von B., A.B.
(Harvard University)
Michels, John H., A.B.
(College of the Holy Cross)
Mitnick, Myron J.
Moscowitz, Morris L.
Murray, Charles P., A.B.
(Fordham University)
Murray, James A.
Mutino, Anthony
Nobiletti, Caesar, B.S. in S.S.
(College of the City of New York)
Nugent, Joseph F., A.B.
(Manhattan College)
O'Brien, Francis A.
O'Keefe, Cornelius J.
Ottavi, Romolo F.
Peloso, Francis A.
Perlstein, Arnold H.
Petruzzi, Edward H.
Piznak, Michael
Plesser, Morris
Provisor, Nathan H.
Purcell, Thomas R.
Quinn, J. Arthur
Racicot, Ernest T.
Reed, John F., Jr.
Reichman, Edward E.
Riccobono, Thomas
Rosenthal, Julian B.
Rubacky, Robert J.
Ryan, John F., A.B.
(St. Joseph's College, Philadelphia)
Ryan, John T.
Sarulla, Thomas
Schechter, Harry
Schmier, Herman D.
Schwartz, George M.
Seigenfeld, Philip F.
Shea, Cornelius D.
Sheridan, Thomas J., A.B.
(St. Joseph's College, Yonkers)
Sileo, Vincent R.
Tepper, George B.
Torre, Gabriel E.
Turner, Gertrude P.
Uhlinger, Jerome F.
Useo, John P.
Valicenti, Anthony J.
Wagner, Charles G.
Weinstock, William W.
Weissman, Alex
Yannuzzi, Anthony
Yelton, John P.
Young, J. Frank

THIRD YEAR—EVENING CLASS

Bronx Section

Anner, John L. P.
Bathon, Edward G.
Block, Aaron, B.S. in S.S.
(College of the City of New York)
Brussel, George, Jr.
Bruton, William, A.B.
(Fordham University)
Burns, Henry F.
Burns, William T., A.B.
(Fordham University)
Butler, John F.

Byrne, Wilford J.
Cahill, Daniel, A.B.
(Fordham University)
Choflin, Leon D.
Cirincione, Robert S.
Connery, Thomas J., A.B.
(College of the City of New York)
Coppers, George H.
Corcoran, James A.
Coughlin, Charles C.
Coxen, Gervis J., A.B.
(Fordham University)
Cully, Joseph F. X., Jr., A.B.
(College of the City of New York)
Curtayne, E. Vincent, A.B.
(Fordham University)
Cusack, Thomas C., A.B.
(Fordham University)
Da Costa, Aston A.
Daly, George A.
Delaney, John J. B., A.M.
(Canisius College, Buffalo)
DeWitt, Alan, A.M.
(Columbia University)
Dillon, Francis J.
Dillon, John J.
Dooney, Thomas P., A.B.
(Fordham University)
Dowling, John J.
Duncanson, James L., A.B.
(Fordham University)
Elsenheimer, Adalbert G.
English, John H.
Esposito, John G.
Fiencke, Edward R. K., A.B.
(Amherst College)
Flanagan, James J.
Flynn, Daniel F.
Geigle, Eugene V., A.B.
(Fordham University)
Gendell, Louis, A.B.
(College of the City of New York)
Gereghty, James R.
Growney, Patrick J.
Haniver, Edward J., A.B.
(College of the Holy Cross)
Hanley, Henry G.
Hannelly, Charles L., A.B.
(Fordham University)
Healy, James C., A.B.
(Manhattan College)
Howard, Joseph M.
Jaeckel, Alfred O.
(Graduate, Webb Institute of Naval Architecture)
John, Alfred D.
Jones, William A.
Karl, John M.
Kaufman, Charles
Keefe, Thomas F.
Keeley, Martin J., B.S. in Bus. Ad.
(Lehigh University)
Keenan, Charles B.
Kennedy, John J.
Kiely, Michael J., Jr., A.B.
(College of the City of New York)
Loccisano, Dominic, B.S. in S.S.
(College of the City of New York)
Loehr, Stephen F.
Lombardi, Frank P.
Lynch, Thomas P.
McCarthy, Andrew C., A.B.
(Fordham University)
McDermott, Cyril L., A.B.
(New York University)
McGrath, Harold, B.S.
(College of the City of New York)
McKenna, Joseph E., A.B.
(Fordham University)
McMahon, John E. M.
Maguire, Francis T.
Mahon, Thomas F.
Mahoney, George F.
Maier, Louis, B.S.
(College of the City of New York)
Manahan, John F.
Mancusi, Vincent A.
May, James S.
Miller, H. Gregory, A.B.
(St. John's College, Brooklyn)
Miller, Isidore H., B.S. in S.S.
(College of the City of New York)
Marrone, Angelo C.
Mulcahy, James E.
Muhlhern, Peter F.
Napolino, George
O'Brien, John J., A.B.
(Fordham University)
O'Brien, Peter P.
O'Grady, John K.
O'Neill, Gerald B., A.B.
(College of the Holy Cross)
Opramolla, Norman D.
O'Rourke, Arthur J.
O'Rourke, Vincent F., A.B.
(Fordham University)
Peters, Robert G., A.B.
(Fordham University)
Pollock, Maxwell
Porcelli, Joseph C., A.B.
(Fordham University)
Quinn, John E., A.B.
(Fordham University)
Quinn, Peter A., B.S. in C.E.
(Manhattan College)

Reddington, John J., A.B.
(Fordham University)
Riordan, Jeremiah J., A.B.
(Fordham University)
Rock, John F., A.B.
(Dickinson College)
Rohan, Thomas E., A.B.
(Fordham University)
Ryan, Joseph F., A.B.
(Manhattan College)
Schmidt, Frederick J., A.B.
(Manhattan College)
Schmidt, Louis W., Jr., A.B.
(Manhattan College)
Scully, Leon F.
Shalloe, Francis J., S.J., A.M.
(Woodstock College)
Shapiro, Joseph J., M.E.
(Stevens Institute of Technology)
Smith, Robert T.
Sober, Pincus, A.B.
(College of the City of New York)
Spark, Eli M., A.B.
(College of the City of New York)
Steffens, Francis X., A.B.
(Manhattan College)
Turano, Eugene
Wilkins, Henry J.
Williams, Louis P., B.S. in S.S.
(College of the City of New York)
Winogradoff, Solomon
Wolski, Paul J.
Yaconetti, Anthony J., A.B.
(College of the City of New York)

THIRD YEAR—EVENING CLASS

Manhattan Section

Anderson, Thomas M.
Ballinzweig, Morton J., A.B.
(College of the City of New York)
Barnes, William H., A.B.
(College of the Holy Cross)
Baxter, Joseph A.
Bent, Walter W. C., A.B.
(College of the City of New York)
Bernstein, Edwin T., A.B.
(Cornell University)
Bonnell, James F.
Browne, John F.
Burke, Joseph P., A.B.
(University of Notre Dame)
Burke, Thomas A., A.B.
(University of Notre Dame)
Butler, Eugene J., A.B.
(College of the Holy Cross)
Campbell, Edward M., A.B.
(Columbia University)
Carroll, William
Cole, Wilton D., A.B.
(Harvard University)
Coleman, Cornelius V., A.B.
(College of the Holy Cross)
Collier, Charles A., Jr.
Condren, Edward I.
Cowley, Margaret C.
Croake, Richard P., A.B.
(Syracuse University)
Cunningham, Henry F., Jr.
Dennis, Joseph R., A.B.
(Fordham University)
Donovan, William S.
Drury, Vincent K.
Durham, Hobart N., B.S.
(Boston University)
Ehrhorn, Victor J.
Fahey, Gerard M., Ph.B.
(Lafayette College)
Farrell, John L., B.S.
(Fordham University)
Farrell, Norman J., A.B.
(Syracuse University)
Fauser, Louise M., A.B.
(Hunter College)
Finnegan, George B., Jr.
(Graduate, U. S. Military Academy)
Fitzpatrick, Bernard H., A.B.
(Fordham University)
Flynn, Cornelius L., B.C.S.
(New York University)
Flynn, Robert H., A.B.
(Fordham University)
Foley, Edward H., Jr.
Freda, Louis J., A.B.
(Manhattan College)
Freel, Eugene L., A.B.
(College of the Holy Cross)
Gannon, Joseph C.
Gellman, Joseph H., A.B.
(Columbia University)
Goldberg, Charles E., A.B.
(Cornell University)
Gorman, Owen T.
Gottlieb, Morton D., A.B.
(Cornell University)
Greaney, Charles E., A.B.
(College of the Holy Cross)
Haley, Francis J.
Hall, Glen R., Ph.B.
(Yale-Sheffield Scientific School)
Halloran, John J., A.B.
(College of the Holy Cross)

Harman, Frank S., B.C.S.
(New York University)
Harrington, William A., A.B.
(Fordham University)
Healy, Alton H., A.B.
(College of the Holy Cross)
Heelan, Paul A., A.B.
(Fordham University)
Helferich, George W., A.B.
(Fordham University)
Higgins, Everett A., A.B.
(College of the Holy Cross)
Hintelmann, Joseph P., A.B.
(College of the Holy Cross)
Huber, Edward F., A.B.
(Fordham University)
Hurley, Edgar T., B.S. in E.E.
(Rutgers University)
Jacobson, Milton S., A.B.
(Columbia University)
Kane, Edmund J., M.E.
(Polytechnic Inst. of Brooklyn)
Kanrich, Albert D., B.S. in Econ.
(University of Pennsylvania)
Kelly, Helen E., A.M.
(Columbia University)
Kennelly, Edward F., A.B.
(College of the Holy Cross)
Keuthen, Augustus F.
Kiernan, Howard P.
Lane, William J., A.B.
(University of Notre Dame)
Leavitt, Ezra G.
Leonard, Laumer C.
Libby, Carl L.
Litter, William F., B.S. in Econ.
(University of Pennsylvania)
Luongo, Frank P.
Lynch, Philip J., Jr., B.C.S.
(New York University)
McCarthy, James J.
McCreedy, Robert E., A.B.
(College of the City of New York)
McDonald, Miles F., A.B.
(College of the Holy Cross)
McGuire, William J., A.B.
(Fordham University)
McManus, Thomas J.
Manning, Daniel T., A.B.
(St. Francis' College, Brooklyn)
Medler, Henry J.
Milella, Nicholas J., A.B.
(College of the City of New York)
Monstream, John M., B.S. in M.E.
(Carnegie Inst. of Technology)
Moore, Reginald, A.B.
(Columbia University)
Mullins, Joseph A., B.C.S.
(New York University)
Musselman, Francis C. R.
O'Brien, Leo F., A.B.
(Fordham University)
O'Brien, Philip M., Jr., A.B.
(College of the Holy Cross)
O'Brien, William J., A.B.
(College of the Holy Cross)
Ohalek, Stephen J.
O'Shea, John J. M., A.B.
(College of the Holy Cross)
Perlman, Samuel
Perrine, Edward G., A.B.
(Rutgers University)
Phelan, John H.
Powell, Manfred G.
Reilly, Eugene J.
Reilly, William A., A.B.
(Fordham University)
Ricciuti, Louis D., B.S.
(Fordham University)
Riley, Bennett A., B.C.S.
(New York University)
Rogers, Francis J., A.B.
(College of the Holy Cross)
Rose, Robert N., A.B.
(Fordham University)
Ryan, George L., A.B.
(College of the Holy Cross)
Ryon, J. Farrell
Scanlon, Thomas J.
Shefkowitz, Reuben, A.B.
(Cornell University)
Sheridan, Andrew J.
Sheridan, Francis J.
Sheridan, Paul H., Jr.
Siefken, John W. B., A.B.
(Fordham University)
Smith, Henry I.
Soloway, Herman, A. B.
(Cornell University)
Springrose, Constantine J.
Sullivan, William F.
Tall, Bernard
Tierney, Raymond M.
Toomey, Thos. J., Jr., B.S. in C.E.
(Manhattan College)
Torpy, Anne M., A.B.
(Barnard College)
Tuffy, Patrick J., A.B.
(College of the Holy Cross)
Underwood, Nelson
Vahey, Owen J., A.B.
(St. Joseph's College, Yonkers)
Varga, Andrew A.
Wansboro, Helen R., A.B.
(Cornell University)
Woodward, Lawrence N., Ph.B.
(Yale University)

SECOND YEAR—MORNING CLASS

Amateau, Morris A.
Arcana, John S.
Arnold, Salvatore P.
Aufieri, Vincent E.
Baker, Florence L., B.S.
(Fordham University)
Baut, Francis S.
Beal, Harold
Beauduy, Raphael H., A.B.
(St. John's College, Brooklyn)
Beehan, Joseph A., A.B.
(Brown University)
Bourney, George L.
Bucci, Radamesse J., A.B.
(Catholic University)
Bunevich, Robert
Cappazola, Joseph
Caravetta, Joseph A.
Carlin, John H., A.B.
(Columbia University)
Chadorkow, Louis
Dalton, William J.
Dannin, Maurice L.
Dean, John G.
De Walsche, Charles
Dillon, Catherine, A.B.
(Trinity College)
DiLucia, Francis X., B.S.
(Fordham University)
Donovan, Dennis P., A.B.
(Pennsylvania State College)
Dooley, Edwin B., A.B.
(Dartmouth College)
Drieband, Alexander
Felitti, Dominick P.
Finkelstein, Robert C.
Fiore, Hannibal M.
Fisch, Leonard
Foley, John A.
Frankenstein, David E.
Genghof, Christian H., B.S.
(College of the City of New York)
Gillen, John J., B.S.
(Colgate University)
Godiner, Israel
Greene, Edward P., A.B.
(Columbia University)
Gripp, John J.
Gunn, Samuel L., B.S. in S.S.
(College of the City of New York)
Hart, John M., A.B.
(College of the Holy Cross)
Helbig, George M.
Held, Jacob, B.C.S.
(New York University)
Heller, Milton S.
Herrmann, Richard T.
Hershkowitz, Martin
Hickey, Richard M., A.B.
(Niagara University)
Higgins, Joseph P.
Howley, Francis I., A.B.
(Fordham University)
Irish, John T., A.B.
(Fordham University)
Joyce, Mary Martin
Kaplow, William L.
Katz, Martin
Katz, Max, B.S. in S.S.
(College of the City of New York)
Kelly, Albert C.
Kelly, John F.
Koerner, Robert L.
Kovacs, Louis T.
Kozakiewicz, Edward A.
Kronman, Robert M.
La Gamma, Vincent
Lawrence, Emma C., A.B.
(Vassar College)
Leibler, Theodore H.
Levine, Louis H.
Levy, Herbert M., B.S. in S.S.
(College of the City of New York)
Lilly, Robert A., A.B.
(College of the Holy Cross)
Lipp, William W.
McCabe, James K., A.B.
(Manhattan College)
McCann, Joseph J., A.B.
(Manhattan College)
McCormick, Harold P., A.B.
(Manhattan College)
McCue, Matthew F.
McGann, John A. C., A.B.
(Fordham University)
McLaughlin, Francis J., A.B.
(St. Francis' College, Brooklyn)
McMahon, Thomas A., A.B.
(University of Notre Dame)
McManus, Lawrence J., A.B.
(Manhattan College)
Maglio, Frank R.
Mazzola, Michael F.
Meyers, Harry B., A.B.
(Columbia University)
Mintz, Julius, B.S. in Econ.
(University of Pennsylvania)
Mitchell, Milo A., A.B.
(Cornell University)
Monaghan, David F.

Morrisey, John B., A.B.
(St. Thomas' College, Scranton, Pa.)
Mulligan, Denis J.
(Graduate, U. S. Military Academy)
Murray, Thomas C.
Obligato, Joseph A., A.B.
(University of Notre Dame)
O'Malley, Ann M., A.B.
(College of Mount St. Vincent-on-Hudson)
Politis, Algert F.
Reed, William E., A.B.
(Mount St. Mary's College, Emmitsburg, Md.)
Reese, Charles E., A.B.
(Fordham University)
Reimer, Charles C.
Reiss, Louis
Roche, Garrett A., A.B.
(Manhattan College)
Roche, James P.
Ryan, James J., A.B.
(Fordham University)
Schroeder, William K.
Scileppi, Paul J., A.B.
(Cornell University)
Shalleck, Milton, A.B.
(University of Pennsylvania)
Singer, Abraham
Sklarsky, Harry G.
Sparacino, Philip R. N.
Spencer, Cuthbert P., B.S.
(College of the City of New York)
Talley, Alfred J., Jr., A.B.
(Fordham University)
Taylor, Alfred A., Jr., A.B.
(University of Notre Dame)
Thees, Oscar D., A.B.
(Columbia University)
Thomas, Dudley H., A.B.
(Harvard University)
Ulman, Leon, A.B.
(Columbia University)
Weinbloom, David C., B.S. in S.S.
(College of the City of New York)
Williamson, Richard P., A.B.
(Hamilton College)
Winograd, David, Ph.B.
(Emory University)
Wolchok, Irving B.

SECOND YEAR—AFTERNOON CLASS

Alpert, Edward A., M.D.
(Fordham University School of Medicine)
Aronson, George J.
Baker, Edward G.
Berkowitz, William
Blum, Joseph
Booth, Francis A., A.B.
(Amherst College)
Brady, John J., Jr., A.B.
(Manhattan College)
Breslerman, Louis A.
Buckley, Charles P., Jr., A.B.
(Union College)
Burke, Morgan J., A.B.
(Manhattan College)
Butler, William A.
Campisi, Joseph
Carroll, J. Roger
Cashman, Paul R.
Conboy, Charles R., Jr.
Costarella, Flavio N.
Coyle, Hugh S.
Creamer, Joseph M., A.B.
(Dartmouth College)
Cunningham, Charles S., A.B.
(Union College)
Dillon, Irvin F., B.C.S.
(New York University)
Dougherty, Thomas F.
Doyle, William T.
Duggan, William J., A.B.
(St. Joseph's Seminary and College)
Farley, Walter W.
Fastenberg, Leonard, A.B.
(College of the City of New York)
Frager, Maurice J.
Francis, Abraham G.
Gallagher, Edward S., A.B.
(Georgetown University)
Gallagher, William T.
Greenberg, Maximilian I., A.B.
(Columbia University)
Griffin, William T., A.B.
(College of the Holy Cross)
Halloran, Daniel J., Rev., A.B.
(College of St. Francis Xavier, Brooklyn)
Helfenstein, Harry G., Jr.
Henchel, Charles
Hoffman, Leo L.
Hoffman, Wilfred E.
Karp, Murray C., A.B.
(New York University)
Koppe, Richard C.
Lerner, Samuel
Levy, Henry C., A.M.
(Columbia University)

Linetsky, Jack
Lupiano, Vincent A.
Lyman, Melville, B.S.
(College of the City of New York)
McCormick, John P., A.B.
(Manhattan College)
McKeon, Edward R., A.B.
(Manhattan College)
McMahon, Edward M., A.B.
(Fordham University)
Mitchell, Harry, B.S. in S.S.
(College of the City of New York)
Monfried, Richard M.
Moore, Joseph S.
Nevins, Joseph A.
Nixon, John F.
Perissi, Ferdinand A.
Peterson, Francis R., A.B.
(College of the Holy Cross)
Pierce, Frank H., Jr.
Pierce, Isabel B.
Pucillo, Delafield P., A.M.
(Columbia University)
Raphael, Martin E.
Riley, Russell A., A.B.
(University of Notre Dame)
Rosman, Alexander J., A.B.
(College of the City of New York)
Samuelson, Sigmund, B.C.S.
(New York University)
Schmidt, Godfrey P., Jr., A.B.
(Fordham University)
Scott, Robert W.
Seibert, William L.
Sexton, John E., A.B.
(Manhattan College)
Sheerin, John B.
Siegal, Lewis J., M.D.
(N. Y. Homeopathic College)
Timmes, Charles J.
Tobin, Julius D.
Tobler, Guy A.
Verdon, William P., Jr., A.B.
(College of the Holy Cross)
Vogel, LeRoy
Watts, Edward A., Jr.
Weinberg, Samuel
Wilderman, Rudolph F. M., E.E.
(Brooklyn Polytechnic Institute)
Williams, Walter E., B.S.
(Manhattan College)
Zollino, Anthony J.

SECOND YEAR—EVENING CLASS

Bronx Section

Alexander, George F., B.S.
(Columbia University)
Anchin, David C.
Archer, Hugh B., A.B.
(Fordham University)
Barrett, Francis J., A.B.
(Manhattan College)
Barrett, John B.
Begun, Harry M., A.B.
(Columbia University)
Bergin, John J., A.B.
(Fordham University)
Berkery, Edwin A., A.B.
(University of Notre Dame)
Berrent, Samuel G., B.S. in S.S.
(College of the City of New York)
Billingham, Ira E., B.S.
(Colgate University)
Bradley, Charles R., B.S. in Com.
(New York University)
Brett, Henry T., A.B.
(Fordham University)
Bruckman, Arthur S., B.S. in S.S.
(College of the City of New York)
Burke, Adrian P., A.B.
(College of the Holy Cross)
Burke, John W., Jr., A.B.
(Fordham University)
Burns, Edward D., A.B.
(Manhattan College)
Canty, James C., A.B. in Ed.
(Howard University)
Casey, Thomas H., A.B.
(Manhattan College)
Cassidy, Francis S., B.C.S.
(New York University)
Chessari, Sante J., B.S.
(Fordham University)
Clark, Donald J.
Colasanto, Nicholas A., A.B.
(College of the Holy Cross)
Del Guercio, Eligio, A.B.
(Fordham University)
Diamond, Richard A. H., A.B.
(College of the City of New York)
Doran, Arthur J., A.B.
(Manhattan College)
Dowling, James W., A.B.
(Niagara University)
Dresnick, Isaac J.
Dwyer, John A.
(Graduate, Webb Institute Naval Architecture)
Ebin, Herbert S., A.B.
(College of the City of New York)

Ehrenberg, Isidore
Ellison, Roy H.
Elman, Hyman A., B.S.
(College of the City of New York)
Ephron, Irving, B.S. in S.S.
(College of the City of New York)
Featherstone, Joseph G., A.B.
(St. Thomos' College, Scranton, Pa.)
Feldman, Herman, B.S.
(College of the City of New York)
Fennelly, William F., A.B.
(Fordham University)
Finnegan, Thomas J.
Fitzpatrick, James M.
Fournet, Henri D., Ph.B.
(Brown University)
Fullam, Martin A., B.S. in C.E.
(Monhatton College)
Funke, John F., A.B.
(Amherst College)
Galloway, Edward T., Jr., A.B.
(Fordhom University)
Garbarini, Louis A., Ph.D.
(Gregorian University, Rome, Itoly)
Gaynor, John H.
Goreth, Mansfield F., A.B.
(Syracuse University)
Gorges, Michael J.
Halkin, Abraham L., B.S. in E.E.
(Cooper Union Institute)
Halpin, Thomas L., A.B.
(Fordham University)
Hare, William C., A.B.
(College of the Holy Cross)
Hendron, James J., A.B.
(Fordham University)
Herron, William J.,
B.S. in Com. and Econ.
(University of Vermont)
Hirsch, Hyman, A.B.
(College of the City of New York)
Hirsch, Jack
Horowitz, Louis, A.M.
(Columbio University)
Horowitz, William
Ingegneri, Frank J.
Josephberg, Maurice, B.S.
(College of the City of New York)
Kaplan, Irving H., A.B.
(Columbia University)
Krakow, Herbert, B.S.
(College of the City of New York)
Lehman, Edward N., A.B.
(College of the City of New York)
Lennon, James V., A.B.
(Fordhom University)
Levin, Harris, A.B.
(College of the City of New York)
Levine, Benjamin, B.S. in S.S.
(College of the City of New York)
Low, Elmer, B.S. in S.S.
(College of the City of New York)
McBride, Arthur J., A.B.
(Fordhom University)
McDonough, Henry G.
McGinn, Lawrence J., A.B.
(Fordhom University)
McGowan, Richard P., A.B.
(Fordhom University)
McInerney, James M., A.B.
(Fordhom University)
Meehan, Charles J.
Meehan, Francis D.
Melaragno, Hugh A., A.B.
(Western Reserve University)
Merrick, Harry J., A.B.
(University of Michigon)
Michels, Solomon, B.S.
(Columbia University)
Moore, Joseph D., B.S. in Econ.
(University of Pennsylvania)
Moriarty, William E., A.B.
(Fordhom University)
Murphy, Thomas F., A.B.
(Georgetown University)
O'Brien, Cornelius J.
O'Brien, Justin M., B.C.S.
(New York University)
O'Brien, Thomas M., A.B.
(Fordhom University)
O'Connell, Joseph J., Jr.,
B.S. in Com. and Econ.
(University of Vermont)
O'Malley, William G.
Packer, Irving B., A.B.
(College of the City of New York)
Papp, John P., B.S. in Bus.
(Columbio University)
Patrick, Casimir J. F., A.B.
(College of the City of New York)
Phillips, Frederick E.
(Graduote, U. S. Military Academy)
Porter, William F., A.B.
(Fordham University)
Raskin, Julius, B.S. in S.S.
(College of the City of New York)
Reynolds, Gerald V.
Rosenblatt, Milton
Rosenbluth, Arthur G., B.S. in S.S.
(College of the City of New York)
Russell, Richard F.
Salottolo, Armand L., A.B.
(Mt. St. Mory's College, Emmitsburg, Md.)
Sander, Alvin J.
Schafer, Milton, B.C.S.
(New York University)

Schorr, Leopold, B.S. in S.S.
(College of the City of New York)
Shapiro, Maurice, B.S. in S.S.
(College of the City of New York)
Sheehan, Joseph D., A.B.
(Fordham University)
Sherlock, Joseph R., A.B.
(Fordham University)
Siegel, Emanuel M., A.B.
(College of the City of New York)
Singer, Abraham C., A.B.
(College of the City of New York)
Spohr, George A., Jr., A.B.
(Fordham University)
Sweeney, Daniel P. A.
Vescia, Francis L., B.S. in C.E.
(Manhattan College)
Weir, Joseph F., A.B.
(St. Thomas' College, Scranton, Pa.)
Weiss, Israel J.
White, James W., B.S. in E.E.
(New York University)
Wright, Harry M., B.S.
(College of the City of New York)

SECOND YEAR—EVENING CLASS

Manhattan Section

Alden, Everett R., Ph.B.
(Brown University)
Allen, Joseph D., A.B.
(Union College)
Arcese, Madeline T., Ph.D.
(Fordham University)
Baulch, Harry H.
Berger, Saul, A.B.
(College of the City of New York)
Black, Joseph D., B.S. in M.E.
(Tufts College)
Blooman, James J., A.B.
(Fordham University)
Breen, James E., A.B.
(Fordham University)
Bryan, John E., A.B.
(Fordham University)
Bunin, Irwin
Burns, Mary M., A.B.
(Adelphi College)
Callahan, George A., A.B.
(Fordham University)
Caputi, Sebastian P., A.B.
(Manhattan College)
Carrington, Edwin J., A.B.
(College of the Holy Cross)
Carson, Gerald J., A.B.
(Niagara University)
Clarence, William G., A.B.
(Manhattan College)
Cohalan, Daniel F., Jr., A.B.
(College of the Holy Cross)
Conlon, Pierce S.
Connolly, James V., A.B.
(Ohio Wesleyan University)
Courtney, Jeremiah J., A.B.
(Boston College)
Cowan, Alvin R., A.B.
(Cornell University)
Cowan, Oliver T., A.B.
(College of the Holy Cross)
Cusack, Thomas F., A.B.
(Fordham University)
Daly, Cornelius, A.B.
(University of Dublin, Ireland)
Darmstatter, Francis J., A.B.
(Catholic University)
Delaney, Agnes D., A.B.
(Fordham University)
Delaney, Augustine L., B.S. in C.E.
(Villanova College)
Dolan, John E., Jr., A.B.
(Fordham University)
Donegan, Denis J., B.S.
(Princeton University)
Doyle, James E.
Drechsler, Samuel N., A.B.
(College of the City of New York)
Felder, Isidor, B.S. in S.S.
(College of the City of New York)
Feldman, Philip, A.B.
(Columbia University)
Ferrall, William J., A.B.
(Fordham University)
Ferris, Lincoln S., A.B.
(Amherst College)
Fitzpatrick, John B., A.B.
(Fordham University)
Frank, Jack, A.B.
(College of the City of New York)
Friesner, Benjamin, B.S.
(College of the City of New York)
Gallaher, John J.
Gannon, Vincent de P., A.B.
(St. Joseph's Seminary and College, Yonkers, N. Y.)
Gillette, George A., Jr., E.E.
(Rensselaer Polytechnic Institute)
Gillick, John F., A.B.
(Niagara University)
Grady, Francis P., A.B.
(Fordham University)
Graves, Eben Montgomery, B.S. in Chem. Eng.
(University of Michigan)

Gruning, John E., A.B.
(University of Notre Dame)
Guterl, Gerard W., A.B.
(College of the Holy Cross)
Hamil, Ralph E.
Hardie, Raymond W.
Harshman, Harry C.
(Graduate, U. S. Naval Academy)
Hayes, Thomas J.
Healy, James J., A.B.
(Fordham University)
Hearns, Thomas F., A.B.
(College of the Holy Cross)
Hecht, Wilbur H., A.B.
(Colgate University)
Hirschberg, Nathan, B.S. in S.S.
(College of the City of New York)
Hoopman, Edward H., B.C.S.
(New York University)
Kelliher, James E., A.B.
(Boston College)
Kennedy, William F., A.B.
(New York University)
Keogh, Eugene J., B.C.S.
(New York University)
Keogh, J. Vincent, B.S.
(Fordham University)
Kiernan, Edward F., A.B.
(Fordham University)
Kurtz, Abraham, B.S.
(College of the City of New York)
Lahiff, Noreen C., A.B.
(Columbia University)
Liebowitz, Charles, B.S. in Econ.
(University of Pennsylvania)
Liegey, Gabriel M., A.B.
(Fordham University)
Loffredo, Charles A., B.S.
(College of the City of New York)
Loftus, John P., A.B.
(Manhattan College)
Lutzer, Harry H., B.S.
(College of the City of New York)
McDermott, Cyril T., A.B.
(College of the Holy Cross)
McDermott, William R., A.B.
(College of the Holy Cross)
McGarry, Everett J.
McGaughan, Terrence F., B.S.
(Dartmouth College)
McGrath, Frederick W., A.B.
(College of the Holy Cross)
McGroarty, John C., A.B.
(College of the Holy Cross)
McInerney, Francis M., A.B.
(College of the Holy Cross)
McInerney, John J., A.B.
(College of the Holy Cross)
McManus, V. Paul, Jr., A.B.
(College of the Holy Cross)
McMurray, John L., A.B.
(Manhattan College)
McNamee, Thomas H.
McNamee, William C., A.B.
(College of the Holy Cross)
Mahoney, John E., B.S.
(Fordham University)
Maslak, Stanley F., A.B.
(Fordham University)
Misterly, Frank S., M.E.
(Rensselaer Polytechnic Institute)
Molnar, Paul J., B.B.A.
(College of the City of New York)
Mooney, Stanley R., B.C.S.
(New York University)
Morehouse, Terry B.
(Graduate, U. S. Naval Academy)
Mullay, George F., A.B.
(Fordham University)
Murphy, John L., A.B.
(St. Francis' College, Brooklyn)
Murray, John A., Jr., B.S.
(Fordham University)
Murtaugh, Edward V., Jr., A.B.
(St. John's College, Brooklyn)
Nagle, Robert D., A.B.
(Georgetown University)
Namack, Thomas J., A.B.
(Georgetown University)
Nelson, Thomas S., Ph.B.
(Brown University)
O'Brien, John C., A.B.
(College of the Holy Cross)
O'Connell, Leon J.
(Graduate, Webb Institute Naval Architecture)
O'Connor, Daniel J., A.B.
(Fordham University)
O'Malley, Walter F., A.B.
(University of Pennsylvania)
Ordman, Theodore, B.S.
(Massachusetts Institute of Technology)
O'Riely, Frederick J., B.S.
(Hobart College)
Orr, Alexander, Jr., B.S.
(Lafayette College)
O'Sullivan, Clement C., A.B.
(College of the Holy Cross)
Padlon, Joseph F., B.S.
(Manhattan College)
Powers, Charles E., A.B.
(College of the Holy Cross)
Purcell, Thomas J., A.B.
(Fordham University)
Reilly, Edward J., B.B.A.
(College of the City of New York)
Requa, Isaac L., A.B.
(Princeton University)
Rodier, Phil. L., B.S. in M.E.
(George Washington University)

Roleke, Herbert G., B.S.
(St. Mary's College, Kansas)
Sacks, Ralph M., B.S.
(New York University)
Sands, Joseph W., A.B.
(Georgetown University)
Santelli, James E., B.S. in Com.
(New York University)
Scheuermann, John L., B.S.
(St. John's College, Brooklyn)
Schneider, George V., A.B.
(Fordham University)
Schwartz, William P., B.S. in S.S.
(College of the City of New York)
Sexton, Raymond A., A.B.
(Manhattan College)
Shea, Donald J., A.B.
(Fordham University)
Shea, John D., A.B.
(Georgetown University)
Sheridan, John J.
Silverherz, Irving, B.S. in Econ.
(University of Pennsylvania)
Simmons, Otto T., A.B.
(St. Stephen's College)
Smith, George J.
(Graduate, U. S. Military Academy)
Solarz, Sanford, B.S.
(New York University)
Spear, Sydney L., B.L.
(Rutgers University)
Steinfeld, Jacob W., B.S.
(College of the City of New York)
Tarrant, Eugene J., A.B.
(Fordham University)
Tomasello, Joseph J.
Wagenstein, Harry B., B.S.
(College of the City of New York)
Wallace, Thomas A., A.B.
(Fordham University)
Walsh, John P., A.B.
(College of the Holy Cross)
Weinman, Moses C., A.B.
(Cornell University)
Werckle, Gerard J., A.B.
(Fordham University)
Winter, Martin, A.B.
(Columbia University)
Worthington, Francis X., A.B.
(Fordham University)
Zarilli, Canio L., A.B.
(Columbia University)
Zelkin, Max, B.S. in S.S.
(College of the City of New York)
Zinn, Charles James, A.B.
(Fordham University)

FIRST YEAR—MORNING CLASS

Adler, Alfred H.
Alexander, Lawrence H., B.S. in S.S.
(College of the City of New York)
Basile, Orazio R.
Bauman, Robert R.
Behrman, Bernard B.
Bloom, Max
Blumenthal, Herman, B.S. in S.S.
(College of the City of New York)
Brady, Edward J.
Byrnes, Frank A., B.S.
(New York University)
Cafaro, Frank J.
Cantales, Joseph P.
Capodici, William M.
Cardo, Vito A.
Cassese, Vincent J.
Charles, Francis J., A.B.
(Fordham University)
Christopher, Lloyd R.
Cirincione, Angelus
Clemons, Charles M.
Cleveland, Harold F.
Cohalan, Cornelius J., A.B.
(Manhattan College)
Cohen, Emilie N.
Coleman, Meredith
Crapanzano, Joseph E.
Cullen, Joseph J.
Dacci, Guy P., A.B.
(St. Bonaventure's College)
D'Agosto, Louis A.
Decillis, Anthony D.
Deevy, Jerome V.
DeNicola, Gaetano A.
Dougherty, Virginia M., A.B.
(College of Mount St. Vincent-on-Hudson)
Dwyer, Robert J.
Edwards, Frederick M., A.B.
(Seton Hall College)
Eile, Maxwell J., A.B.
(Dartmouth College)
Erstein, Joshua
Esposito, Anthony J.
Estoff, William D., A.B.
(Syracuse University)
Farrell, Eugene G., A.B.
(University of Notre Dame)
Feely, Martin, A.B.
(University of Ireland)

Feingold, Beatrice, A.B.
(Syracuse University)
Finale, Stephen D.
Fink, Nathan
Forschmiedt, Michael, B.S. in S.S.
(College of the City of New York)
Friel, James P., A.B.
(College of the Holy Cross)
Gallagher, Joseph V., A.B.
(Fordham University)
Gallop, Meyer R., B.S. in S.S.
(College of the City of New York)
Galloway, John H., Jr., A.B.
(Fordham University)
Garrett, Charles E., A.B.
(Seton Hall College)
Gentile, John
Graziano, Josephine D.
Greenbush, Abraham
Harnett, Raymond J.
Harris, Leonard
Harrity, James A., A.B.
(Fordham University)
Hertz, Edithe, A.B.
(Hunter College)
Hertz, Miriam, A.B.
(New York University)
Higgins, John V., A.B.
(Fordham University)
Hyland, Matthew J.
Iverson, Harry M.
Jordan, Reuel M.
Judge, Mary A., A.B.
(College of Mount St. Vincent-on-Hudson)
Kenny, Vincent F.
Kidder, Jerome
Kiernan, Edward L., A.B.
(Boston College)
Kiley, Raymond J.
Kirchmyer, Raymond J., B.S. in Bus.
(Columbia University)
Kissling, Joseph P., Ph.B.
(University of Notre Dame)
Klein, Charles W.
Kloppenburg, Henry J., A.B.
(Fordham University)
Knob, Frederick J.
Lambert, John M., A.B.
(Duquesne University)
LaVoie, Roland E.
Lee, John F.
Leff, Isidore B.
Liebl, Phillip L., A.B.
(Fordham University)
Loehwing, William H.
Lotz, Theodore
McCarthy, Leo A., A.B.
(Manhattan College)
McCarthy, Thomas A.
McGuire, Douglas L.
McKee, Harold K.
Mahoney, Robert J.
Mancuso, Fred, A.B.
(Syracuse University)
Mari, Salvatore D.
Mayer, Jules
Meehan, George H.
Monti, Michael A.
Murphy, John A., Jr., A.B.
(College of the City of New York)
Murphy, William A.
Myers, Thomas E.
Neumann, Edna G.
Obedin, Herbert, A.B.
(University of Michigan)
O'Gorman, Theodore A., A.B.
(Manhattan College)
O'Mally, Thomas P., A.B.
(Fordham University)
Orloff, Arthur E.
O'Shea, John C.
Palisi, John
Papantonio, Edward
Pickens, William, Jr., A.B.
(Lincoln University)
Powell, Frank R.
Pryle, Martin A., A.M.
(St. Bonaventure's College)
Puchkoff, Morris A., B.S. in S.S.
(College of the City of New York)
Puzzo, Ignatius P.
Raleigh, Walter E., A.B.
(St. Francis College, Brooklyn)
Rausch, Reginald E. C., A.B.
(Manhattan College)
Reisinger, Andrew J., A.B.
(Fordham University)
Reisler, Emanuel, B.S. in Bus.
(Syracuse University)
Ricca, Hugo F., A.B.
(Fordham University)
Riley, Vincent J., A.B.
(Manhattan College)
Risi, Angelo P.
Rosenberg, Louis I., B.S. in S.S.
(College of the City of New York)
Rosenwasser, Ira H., A.B.
(Amherst College)
Rubin, Florence R., A.B.
(Barnard College)
Ryan, Edward V., B.S.
(Fordham University)
Ryan, William H., A.B.
(Fordham University)

Samis, Milton
Samuels, Archie H., A.B.
(Columbia University)
Scala, Anthony I.
Scarpulla, Anthony T.
Schwartz, Benjamin F.
Shamsey, John
Shea, Daniel J., A.B.
(Manhattan College)
Silvestris, Francis N.
Spilka, William
Steinbugler, Catherine M.
Steinthal, Augustus
Strong, James S., A.B.
(Erskine College)
Swanick, Arthur J., B.S.
(Fordham University)
Swirsky, Edward L.
Tenenbaum, Isidore
Tierney, James J.
Timpone, Joseph P.
Torrens, Raymond E.
Ulsamer, Andrew J.
Van Nortwick, Daniel D.
Virciglio, Thomas F.
Waldeier, Fred C.
Walsh, Arthur H.
Weinkrantz, Herman H., B.S. in S.S.
(College of the City of New York)
Yanowich, Milton
Zeig, Roy M.
Zichello, Phillip J.
Zimmerman, Edward V., A.B.
(Fordham University)
Zobel, Isidore, B.S. in S.S.
(College of the City of New York)
Zulauf, Gordon B.

FIRST YEAR—AFTERNOON CLASS

Adler, Charlotte
Bauby, Arnold G.
Bazil, Samuel I.
Benjamin, Robert S.
Berkenfeld, Emanuel M., B.C.S.
(New York University)
Bimberg, Alan J. M.
Bligh, Edward J.
Brandon, John J.
Brizzi, Louise R.
Brook, John R., A.B.
(Amherst College)
Brooke, Robert, B.S.
(New York University)
Brown, Jefferson B., A.B.
(Atlanta University)
Butler, Charles R., A.B.
(Colgate University)
Caputa, Joseph J.
Chapman, George J.
Chernow, Louis
Chester, Milton T.
Citron, Wolf
Clarke, Ward
Clarkin, James E.
Cleary, Frank J., A.B.
(St. John's College, Brooklyn)
Cohalan, Timothy E., A.B.
(Manhattan College)
Cokeley, Thomas W.
Collins, John R., A.B.
(Manhattan College)
Corcoran, William J., A.B.
(Manhattan College)
Corso, Joseph R.
Cronin, Mary E., A.M.
(Columbia University, Teachers' College)
Cronogue, Ethel M. M.
Cullin, Thomas P.
Curcio, Anthony
D'Alessandro, Dante, Ph.B.
(Brown University)
Davidson, Miriam H.
Dawson, John A.
DeNicola, Francis A. J.
Derritt, Wendell H.
DeSantis, Alfred F.
Deutsch, Moreal W.
DiStefano, Pasquale M.
Donegan, Thomas J.
Donnelly, Ardsley J., A.B.
(St. Joseph's Seminary and College)
Drake, Aubrey A.
Dunn, Thomas V.
Etra, Gustave
Felix, Ramon B., B.C.S.
(New York University)
Finale, George D.

Finkel, Abe H.
Finkelstein, Isidore, B.S.
(Harvard University)
Frangipane, Anthony S.
Gessinger, Alfred R., A.B.
(Princeton University)
Golden, Frances F., A.B.
(Hunter College)
Griffin, John B.
Hadden, Clarence A., B.S.
(Fordham University)
Hirsh, Sol
Howard, Cecil R., A.B.
(Denver University)
Hurley, Arthur F.
Ingber, Esther T., A.B.
(Hunter College)
Jacobs, E. Burke
Jossier, Elizabeth J., B.S.
(College of St. Elizabeth)
Judge, Dennison E.
Kaufman, Isidore
Kitay, Milton, A.B.
(Columbia University)
Kress, Samuel J., A.B.
(Lafayette College)
Lahey, William J., B.S. in Bus.
(Syracuse University)
Lieberman, Alexander, B.S. in S.S.
(College of the City of New York)
Lockhart, Albert M.
Lyons, Judson W., A.B.
(Morehouse College)
McGinley, Francis W., B.S.
(University of Vermont)
McGrath, Hubert A., A.B.
(College of the Holy Cross)
McGuire, Catherine M., A.B.
(Marymount College)
Mallen, Bernard J., A.B.
(Fordham University)
Marsi, Fred V.
Martin, Malcolm G.
Martin, Thomas W.
Moore, Abraham
Morris, Irving
Moses, DeMaurice
Nally, Marcella F.
Newman, Samuel
O'Brien, William A., Jr., A.B.
(University of Notre Dame)
O'Connell, James C.
Orzach, David, B.S.
(New York University)
Palitz, Herbert, B.S. in S.S.
(College of the City of New York)
Palting, Candido R.
Prichard, Kenton M.
Reardon, Edmund C.
Rebholz, Joseph W.
Regan, Frank C., A.B.
(Georgetown University)
Reich, Solomon M., B.S.
(New York University)
Rosenthal, Alfred R.
Samuels, Milton M., A.B.
(Columbia University)
Samuels, William M.
Saracino, John J.
Schwenck, Percy H., A.B.
(Fordham University)
Schylinski, George
Scura, John
Shatzkin, Ralph D.
Smith, Furlong T., A.B.
(Princeton University)
Sperazi, Joseph M., B.S.
(Colgate University)
Sweet, Henry W., B.S.
(Wilberforce University)
Taub, David
Tierney, William L., Jr., A.B.
(Williams College)
Tillim, Louis
Tobin, John G., A.B.
(Fordham University)
Trainor, Robert J.
Visconti, Joseph A., M.D.
(University of Maryland)
Wahrman, Abner D.
Walsh, Patrick J.
Weinroth, Norman C.
Weiss, Samuel
Williams, Thomas J., A.B.
(Manhattan College)
Winberry, John J., A.B.
(University of Notre Dame)
Wren, Edward J., A.B.
(Colgate University)
Zadikoff, Henry W.
Zagarino, Patrick E.
Zelnick, Max, B.S.
(College of the City of New York)
Zimring, Charles C.
Zingales, Phyllis L., A.B.
(College of New Rochelle)
Zito, Frank J.

FIRST YEAR—EVENING CLASS

Bronx Section

Abrams, Morris, A.B.
(College of the City of New York)
Balog, John J., A.B.
(Fordham University)
Bergin, Charles G., A.B.
(Fordham University)
Bigotto, Felix
Bobrowsky, Jacob
Bogdanow, Isidore R., B.S. in S.S.
(College of the City of New York)
Boyle, Norman T., B.S. in E.E.
(Villanova College)
Brady, John J., A.B.
(College of the Holy Cross)
Brennan, Thomas J.
Brick, William R., B.S.
(Manhattan College)
Brill, Edward, B.S.
(College of the City of New York)
Broderick, John J., A.B.
(Fordham University)
Buckner, William P., B.S.
(Georgetown University)
Burger, David, B.S.
(College of the City of New York)
Burke, John F.
Burlinson, Alexander C., A.B.
(Fordham University)
Byrnes, Thomas A., A.B.
(St. Bonaventure's College and Seminary)
Carroll, Charles R., A.B.
(Boston College)
Champaigne, Francis M., B.S.
(University of New Hampshire)
Clancy, Vincent F., A.B.
(Fordham University)
Clarke, Joseph G.
Colombo, Louis P.
Connelly, Francis H., A.B.
(Yale University)
Connolly, Raymond J., A.B.
(Fordham University)
Conway, Michael J. F.
Corbett, Thomas F.
Cotter, John F., A.B.
(Fordham University)
Cregan, John G., A.B.
(Fordham University)
Cunningham, Edward A., A.B.
(College of the Holy Cross)
D'Adamio, Ovidio C., B.C.S.
(New York University)
Daley, Raymond A.
Daly, William H., B.C.S.
(New York University)
Deno, William R., B.S. in C.E.
(Manhattan College)
Devine, Eugene J., B.S.
(College of the City of New York)
Dougherty, Harry J.
Durkin, Frank J., C.E.
(Manhattan College)
Duross, Neil B., A.B.
(Fordham University)
Edwards, Joseph C.
Ehrhardt, Erwin F., A.B.
(Manhattan College)
Enright, John R., A.B.
(Seton Hall College)
Ettinger, Samuel S., B.S.
(College of the City of New York)
Farley, John T.
Fawer, William
Fenwick, Hugh J., A.B.
(Fordham University)
Feraca, Steven E., A.B.
(Manhattan College)
Finkelstein, Samuel
Forstenzer, Hyman M., A.B.
(College of the City of New York)
Gallagher, James F., A.B.
(Georgetown University)
Gallagher, John J., A.B.
(St. Thomas' College)
Giordano, Anthony P.
Glass, Moe Leo
Grady, W. Vincent
Greger, Arthur, A.B.
(College of the City of New York)
Grippa, Anthony
Haczela, Adolph P., B.F.S.
(Georgetown University)
Havender, James J., A.B.
(New York University)
Hayes, Thomas V., A.B.
(Fordham University)
Hein, Robert J., B.S.
(Fordham University)
Hennessy, John F., A.B.
(Fordham University)
Henning, Joseph G.

Hickey, Benjamin J., B.S. in E.E.
(Manhattan College)
Isserles, Solomon
Katz, Sirol, A.B.
(College of the City of New York)
Keegan, Robert J., A.B.
(Fordham University)
Kellner, Sidney
Kennedy, Henry P., A.B.
(Fordham University)
Kiernan, Daniel F., A.B.
(Manhattan College)
Kirschman, Morris
Koenigsberg, Sidney, A.B.
(College of the City of New York)
Lang, William, B.S. in M.E.
(Cooper Union)
Lanzetta, John M.
Lawler, Francis H., A.B.
(Fordham University)
Leonard, George H., A.B.
(Fordham University)
McCulloch, Robert J.
McGroddy, Charles B., A.B.
(Fordham University)
McHugh, Joseph A.
McNally, Arthur R., B.S.
(Fordham University)
Madden, John P., A.B.
(Fordham University)
Mahar, Thomas D.
Markey, George W., Jr., A.B.
(Fordham University)
Marshak, Samuel A., B.S. in S.S.
(College of the City of New York)
Martone, Mario
Melillo, Nicholas R., B.S.
(Fordham University)
Morreale, Arthur J., A.B.
(Fordham University)
Mulligan, John M., B.B.A.
(College of the City of New York)
Mullins, James C., A.B.
(Manhattan College)
Nestor, Francis X., A.B.
(Manhattan College)
O'Brien, Francis V.
Olwell, Francis X.
Parsont, Alfred, A.B.
(College of the City of New York)
Pavarini, George F.
Polonsky, Norman H., B.S.
(College of the City of New York)
Porcelli, Joseph A., A.B.
(Fordham University)
Port, Leon
Ricco, Peter F.
Rinn, Roger F.
Rogowsky, Francis A.
Romagnoli, Vincent F., A.B.
(Fordham University)
Roos, George W.
Ryan, Edward F., A.B.
(Fordham University)
Sacks, Henry, B.S. in S.S.
(College of the City of New York)
Saunders, James J.
Scheibelhut, Albert L., A.B.
(Fordham University)
Schlesinger, Theodore, A.B.
(College of the City of New York)
Selk, Morris, M.E.
(Stevens Institute of Technology)
Seymour, Francis I., A.B.
(Fordham University)
Sheehy, Clinton P.
Shiel, Robert F.
Siegel, Max B., B.S.
(College of the City of New York)
Spitzer, Herbert L.
Stahlheber, Francis C., A.B.
(St. Thomas' College, Scranton, Pa.)
Stern, Louis L., A.B.
(College of the City of New York)
Stitik, Paul G.
Strati, Gaetano V.
Sweeney, Raymond J., A.B.
(Fordham University)
Tananbaum, Alfred A.
Tannenbaum, Israel W.
Troshinsky, Leonard, B.S. in S.S.
(College of the City of New York)
Urell, Thomas E.
Villamana, Carman E., B.C.S.
(New York University)
Washington, Thomas G., A.B.
(Fordham University)
Weisberger, Herbert S.
Welch, Arthur J., A.B.
(St. Joseph's Seminary and College)
Wilder, Valentine D.

FIRST YEAR—EVENING CLASS

Manhattan Section

Allen, Richard J., A.B.
(Manhattan College)
Atwell, John R., A.B.
(Fordham University)
Bacon, Henry G., M.E.
(Massachusetts Institute of Technology)
Batten, Walter L., A.B.
(Fordham University)
Bayer, Daniel, B.S. in S.S.
(College of the City of New York)
Beebe, Robert A., B.L.
(Rutgers University)
Behan, John A., B.S. in Econ.
(Wharton School, University of Pennsylvania)
Boeke, Thomas
Bowden, John F.
Bowes, Edward F., A.B.
(Fordham University)
Boykoff, Emanuel, B.S. in S.S.
(College of the City of New York)
Burke, James T., A.B.
(Lafayette College)
Carey, William P.
Casey, Frank P., A.B.
(College of the Holy Cross)
Ceres, Anthony V., A.B.
(University of Notre Dame)
Charak, Charles, B.S.
(College of the City of New York)
Chorosh, Benjamin A., B.S. in Econ.
(Wharton School, University of Pennsylvania)
Clair, Thomas B., B.S.
(Dartmouth College)
Coleman, James A., A.B.
(St. Thomas' College, Scranton)
Concilio, Vito A., A.B.
(Lehigh University)
Conway, Charles R., A.B.
(Fordham University)
Coral, David, A.B.
(College of the City of New York)
Costello, Thomas J., A.B.
(St. John's College, Brooklyn)
Cuneen, Dorothy B., A.B.
(College of New Rochelle)
Cunningham, Edward J.
Curry, Daniel F., A.B.
(Fordham University)
Daly, Charles B., A.B.
(Fordham University)
Delaney, Raymond F., A.B.
(Fordham University)
DePhillips, Arthur E.
Diner, Milton A., B.S. in Econ.
(Wharton School, University of Pennsylvania)
Dineen, Charles F., A.B.
(Colgate University)
Dolan, Cecelia, M., A.B.
(St. Joseph's College, Brooklyn)
Dolan, Thomas M., A.B.
(College of the Holy Cross)
Dougherty, Thomas G., A.B.
(Fordham University)
Dowd, Edmund C., A.B.
(Manhattan College)
Drugach, John L., B.S.
(Lafayette College)
Duffy, John M., B.C.S.
(New York University)
Fadden, Charles E., A.B.
(St. Thomas' College, Scranton)
Farrie, Robert E.
Finnegan, Joseph F., A.B.
(Columbia University)
Fisher, Henry, B.S. in S.S.
(College of the City of New York)
Fitzpatrick, Thomas F., A.B.
(College of the Holy Cross)
Fitzpatrick, Thomas J., A.B.
(St. John's College, Brooklyn)
Fullam, Francis A., Jr., A.B.
(Fordham University)
Gegen, William C.
Gill, Charles A., B.S.
(Columbia University)
Gill, George T., E.E.
(Rensselaer Polytechnic Institute)
Gilmartin, Harold J.
Gleeson, David F., A.B.
(Fordham University)
Goggin, William C., B.S. in Econ.
(Villanova College)
Gorgens, Leopold M.
Gough, Daniel J., A.B.
(Manhattan College)
Grainger, George L., A.B.
(Fordham University)
Haggerty, Vincent F., A.B.
(College of the Holy Cross)
Hala, Otto W.
Hamilton, Robert A., Ph.B. in Com.
(University of Notre Dame)
Hanley, Kathryn W., B.S.
(College of Mount St. Vincent-on-Hudson)

Harris, Fulmer J., A.B.
(St. Bonaventure's College)
Harris, William F., A.B.
(Fordham University)
Hart, Lucille M., A.B.
(Barnard College)
Hearn, William G., A.B.
(University of Notre Dame)
Heinsohn, Henry G., B.C.S.
(New York University)
Henderson, Frederick S., A.B.
(College of the Holy Cross)
Hickey, Richard J.
Hill, John R., A.B.
(Niagara University)
Holmes, John O'Neill, B.S.
(Fordham University)
Hull, Vincent E., A.B.
(Fordham University)
Jordan, Hilary W., B.C.S.
(New York University)
Jordan, William J.
Kanrich, Nathaniel G.,
B.S. in Econ.
(Wharton School, University of Pennsylvania)
Keating, Patrick J.
Kelly, John M., Jr., A.B.
(College of the Holy Cross)
Kerwan, James L.
Kiernan, James W., B.L.
(Rutgers University)
King, Howard F., A.B.
(St. John's College, Brooklyn)
King, Joseph T.
Kirby, Augustus V.
Klinger, David, A.B.
(College of the City of New York)
Krueger, David E., B.S. in E.E.
(University of Illinois)
LaMontagne, George, A.B.
(College of the Holy Cross)
Landsnaes, Erling R.
Lanigan, Wilhelmina R., B.S.
(New York University)
Lawless, Thomas P., A.B.
(Fordham University)
LeMaistre, Fontaine, B.S.
(Princeton University)
Lesser, Armande, A.B.
(University of Pennsylvania)
Linsky, James F., A.B.
(Fordham University)
Lucey, Stephen J.
Lynch, Edward J.
Lynch, Jerome H., A.B.
(Fordham University)
Lynch, Marshall K., A.B.
(St. Thomas' College, Scranton)
Lyons, John J., Jr., A.B.
(Fordham University)
McAniff, John E., A.B.
(Fordham University)
McCaffrey, John B., A.B.
(Fordham University)
McCarthy, Charles E. A., Jr., A.B.
(Fordham University)
McCormick, Joseph J., A.B.
(Providence College)
McGrath, Charles E.
McKanna, Joseph R., Ph.B.
(College of the Holy Cross)
McKenna, John P.
McLaughlin, Martin J.
McMahon, Richard H., A.B.
(Fordham University)
McRae, Donald F., B.S.
(Georgia School of Technology)
MacWilliams, Edward J., Ph.B.
(Muhlenberg College)
Madigan, John P.
Mahar, Allen H.,
Ph.B. in Foreign Commerce
(University of Notre Dame)
Maloney, Andrew P., A.B.
(Catholic University)
Maloney, William T., A.B.
(Manhattan College)
Mangan, James F., A.B.
(College of the Holy Cross)
Mann, John J., A.B.
(Fordham University)
Marsicano, Philomena R., A.B.
(Fordham University)
Martin, Peter G., Jr.
Massey, Richard, B.S. in S.S.
(College of the City of New York)
Matthews, Joseph G., Jr.,
B.S. in C.E.
(Manhattan College)
Meany, Charles F., Jr., A.B.
(College of the Holy Cross)
Meigs, Joseph V., B.S. in Chem.
(Massachusetts Institute of Technology)
Merry, Joseph J.
Miller, Richard C., B.S. in E.E.
(University of Notre Dame)
Mitchell, Joseph A., A.B.
(Colgate University)
Mockaitis, John B., B.S.
(Villanova College)
Moran, Harold J., A.B.
(College of the Holy Cross)
Mullin, Joseph S., B.S.
(Georgetown University)
Murphy, Edward J., Jr., A.B.
(Fordham University)

Murphy, Maurice K. M., B.S. in Econ.
(Wharton School, University of Pennsylvania)
Murray, William W., B.S. in M.E.
(Carnegie Institute of Technology)
O'Brien, John J., A.B.
(Fordham University)
Orens, Lincoln, A.B.
(Johns Hopkins University)
Osterholz, Henry D., A.B.
(Columbia University)
Parkhurst, William M., A.B.
(Union College)
Pfister, John V.
Polkosnik, Henry A.
Quinn, Paul F.
Raab, George R., B.L.
(Rutgers University)
Rebecchi, Raymond
Reilly, James J.
Rieschl, Martin A., A.B.
(University of Wisconsin)
Rooney, Richard L., A.B.
(St. Francis Xavier College, Antigonish, N. S.)
Rooney, Thomas F., A.B.
(Fordham University)
Rosen, Bernard M., A.B.
(Syracuse University)
Salmon, Robert J., A.B.
(Fordham University)
Seaman, Joseph J., B.C.S.
(New York University)
Schulz, Hugo O., M.E.
(Stevens Institute of Technology)
Shea, William C., B.S. in Chem.
(Massachusetts Institute of Technology)
Sherry, Louise A., B.S.
(Columbia University)
Sieghardt, Ferdinand A., A.B.
(University of Pennsylvania)
Smith, James P., A.B.
(Fordham University)
Sorokoff, Hyman, B.S. in S.S.
(College of the City of New York)
Sprankle, James R., A.B.
(Georgetown University)
Sprouls, Arthur J., A.B.
(Fordham University)
Steiner, Leo
Stevens, Charles J., A.B.
(College of the Holy Cross)
Swords, Joseph F., A.B.
(Fordham University)
Teaken, Frank T., A.B.
(St. John's College, Brooklyn)
Thompson, James, A.B.
(Hamilton College)
VanOrman, John W., A.B.
(Columbia University)
Venter, Frederick A., A.B.
(Fordham University)
Walsh, Deleon, B.S.
(Cornell University)
Ward, James V., A.B.
(Manhattan College)
Weld, Warren, A.B.
(Fordham University)
Wilcox, Richard M., A.B.
(De Pauw University)
Wilson, Peter W., A.B.
(Mount St. Mary's College)
Young, Alvin R., B.C.S.
(New York University)
Zegri, Ferdinand E., B.S. in Bus.
(Columbia University)
Zero, Paul J., B.S.
(Manhattan College)

STUDENTS PURSUING SPECIALLY ONE OR MORE COURSES

Bedell, Harry P., B.S.
(Princeton University)
Bennett, Charles J.
Brady, James S. P.
Clifford, Jerome G.
Crossan, Garrett R.
Damone, Joseph
Donohue, Thomas B.
Fiorello, Albert L.
Freireich, Hyman
Fruin, Jacobus A.
Garvin, William T.
Hale, Matthew T.
Hannah, Richard W.
Kostecki, William A.
Leddy, George V.
McFadden, Edward F., Jr.
McLaughlin, Albert J.
McMillan, Caroline E.
Silverman, Nathan
Smith, Joseph A.
Sweeney, Thomas B.
Stramese, Gilio
Wolston, John B.

PART IV

CATALOGUE

COLLEGE OF PHARMACY

Volume XXII June, 1929

FORDHAM UNIVERSITY

Bulletin of Information

College of Pharmacy

Annual Announcement

1929-1930

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Contents

PAGE

Admission 8
Admission to Practice of Pharmacy in State of New York...15, 16, 17
Advancement in Classes 14
Alumni Association 32
Calendar 5
Class Organizations 32
Committees of Faculty 4
Courses Offered and Degrees Conferred 10
Degree of "Graduate in Pharmacy" 10
Degree of "Bachelor of Science in Pharmacy" 10
Degree of "Doctor of Pharmacy" 10
Courses of Study, Schedule of 19, 20
Courses, Outline of 21–31
Employment for Students 9
Entrance Requirements 12
Faculty, List of 3
Fees 13
General Statement 7
Graduates, List of 38, 39
Historical Statement 6
Important Announcements 11
Location of College of Pharmacy 8
Payment of Fees 13
Prizes, List of 14, 15
Prizes Awarded, 1928 40
Registration 8
Requirements for Graduation 14
Schedule of Examination for License to Practice Pharmacy in State of New York 18
Students, List of 34–37
Withdrawal 9

Fordham University College of Pharmacy

OFFICERS OF THE FACULTY

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Rev. Charles J. Deane, S.J. ..... *Regent*
Rev. Joseph T. Keating, S.J. ..... *Treasurer*
Jacob Diner, Ph.G., M.D., LL.D. ..... *Dean*
Miss Marion J. James ..... *Registrar*
Raymond F. X. James ..... *Recorder*

FACULTY

Jacob Diner, Ph.G., M.D., LL.D. ... *Dean and Professor of Phormocy*
*Rev. John H. Fasy, S.J. ..... *Professor of Ethics*
Hieronimus A. Herold, Ph.G. ..... *Professor of Jurisprudence*
William J. Bonisteel, Ph.C., B.S., A.M., *Professor of Materio Medica*
Peter J. Conroy, Ph.G., B.S., M.S. ..... *Professor of Chemistry*
William T. McNiff, A.B., A.M. ..... *Professor of Physics*
John F. Mahoney, B.S., C.P.A. .. *Professor of Commercial Phormacy*
Joseph V. O'Neill, A.B., LL.B. ..... *Professor of Mothemotics*
Joseph Russell Sherlock, A.B. ..... *Professor of Ethics*
Otto F. A. Canis, Ph.G., Phar.D. ... *Associate Professor of Pharmacy*
John Louis Dandreau, Ph.G., Ph.C., LL.B. .. *Instructor in Chemistry*
John Joseph Corcoran, Ph.G., Ph.C. ..... *Instructor in Phormacy*
Leonard J. Piccoli, Ph.G., Ph.C. ..... *Instructor in Materia Medico*
Alexander T. Geruso, Ph.G., Ph.C., B.S. in Phar.
Instructor in Chemistry
Ross J. Marano, Ph.G., Ph.C., B.S. in Phar.
Instructor in Materia Medica
Joseph J. Lynch, Ph.G. ..... *Assistont Instructor in Phormacy*
Alfred White, Ph.G. ..... *Assistant Instructor in Phormacy*
William H. Norton, Ph.G. ..... *Assistant Instructor in Chemistry*

* Died December 22, 1928.

STANDING COMMITTEES OF THE FACULTY

The President of the University, the Regent of the College of Pharmacy and the Dean are *ex-officio* members of all committees.

Committee on Admission

The President of the University
The Regent of the College of Pharmacy
The Dean

Committee on Curriculum

Rev. Charles J. Deane, S.J., *Regent*
Jacob Diner, M.D., *Dean*

Committee on Examinations

William J. Bonisteel
Peter J. Conroy
Otto F. A. Canis

Committee on Student Activities

Otto F. A. Canis
John L. Dandreau
John J. Corcoran

Calendar

1929

September 16,	Monday:	Condition Examinations, First Year Students, 9 a.m.
September 17,	Tuesday:	Condition Examinations, Second Year Students, 9 a.m.
September 23,	Monday:	Opening of School for Third Year Students, 9 a.m.
September 24,	Tuesday:	Opening of School for Second Year Students, 9 a.m.
September 25,	Wednesday:	Opening of School for First Year Students, 9 a.m.
October 12,	Saturday:	Columbus Day.
November 5,	Tuesday:	Election Day.
November 27,	Wednesday:	Thanksgiving Recess begins, 1 p.m.
December 2,	Monday:	Thanksgiving Recess ends. Classes resumed, 9 a.m.
December 20,	Friday:	Christmas Recess begins, 1 p.m.

1930

January 3,	Friday:	Christmas Recess ends. Classes resumed, 9 a.m.
February 12,	Wednesday:	Lincoln's Birthday.
February 22,	Saturday:	Washington's Birthday.
April 16,	Wednesday:	Easter Recess begins, 1 p.m.
April 22,	Tuesday:	Easter Recess ends. Classes resumed, 9 a.m.
May 20,	Tuesday:	Final Examinations begin.
May 30,	Friday:	Memorial Day.
June 6,	Friday:	Final Examinations end.
June 9,	Monday:	Commencement.

Historical Statement

St. John's College, Fordham University, New York, was founded by Archbishop Hughes upon the old Rose Hill Farm at Fordham, and formally opened on St. John the Baptist's Day, June 24, 1841. On April 10, 1846, an act of incorporation was passed by the New York Legislature, granting the College the power to "confer such literary honors, degrees or diplomas as are usually granted by any university, college or seminary of learning in the United States."

For the first five years of its existence the College was conducted by the diocesan clergy of New York, but in June, 1846, the property was purchased by the Fathers of the Society of Jesus. Since then the institution has been under the direction of the Jesuits.

On June 21, 1904, with the consent of the Regents of the University of the State of New York, the Board of Trustees authorized the opening of the Schools of Law and Medicine and the change of corporate name to Fordham University. The first classes in both of these departments were begun in the fall of 1905.

In 1911, the College of Pharmacy was opened, and in 1916 the Graduate School, Teachers' College and the School of Social Service. The Medical School was discontinued in 1921. The latest departments are the Summer School and the School of Business Administration.

St. John's College, the College of Pharmacy, the Bronx Division of the Law School and the Summer School are at Fordham Road, Bronx, New York City; all the other departments are in the Woolworth Building, 233 Broadway, New York City.

General Statement

The eighteenth annual session of the College of Pharmacy will begin on Monday, September 23, 1929.

Prospective students should carefully note Rule No. 16 of the Pharmacy Laws of the State of New York, part of which is as follows:

"*c* Matriculation. A matriculant of any registered school of pharmacy in New York State must possess the 'Registered Apprentice Certificate' before matriculation is completed. Any student who has not had practical experience prior to entering the school or who has had experience in another State than New York, shall be registered as an apprentice by the executive officer of such school."

An amendment to the pharmacy statute, which becomes Chapter 338 of the Laws of 1924, provides that a graduate of a registered school of pharmacy who is not 21 years of age and who has not had the required practical experience in a registered pharmacy, may be admitted to the examination in theoretical subjects only and on passing the same may thereafter be required to take only the practical examination when he has met the statutory requirements of the law. Such applicant does not receive any certificate upon passing the examination and is not granted any right or privilege because he passes the theoretical examination. A second fee of $10.00 must be paid when taking the practical examination. The amendment became operative on January 1, 1926.

Students who have served in either the Medical Department of the U. S. Army or the Hospital Corps of the U. S. Navy, and whose discharge papers note such service, may receive credit therefor toward meeting the experience requirement of the State Board of Pharmacy.

The demand for graduates of this College to fill responsible positions as clerks and managers of pharmacies is steadily increasing, and more rapidly than our ability to supply graduates, in spite of the present very large attendance.

The attention of prospective students is called to the increasing call for graduates of advanced courses, to fill other professional positions. The general application of Federal, State and municipal food and drug laws is creating a demand for thoroughly trained pharmaceutical inspectors and analysts. The obligations thus imposed upon manufacturers and merchants must result, and are doing so, in compelling them to employ scientifically trained assistants for responsible services which formerly were often left to incompetent and irresponsible employees. For this field of service the ordinary graduate in pharmacy is wholly unqualified.

Another class of demands that are frequently encountered is for instructors, professors and heads of departments in pharmacy schools. The teaching staffs in the schools of pharmacy of the United States now include nearly one thousand members. However well qualified these instructors may be as to knowledge of the subjects that they are engaged in teaching, few of them have received the special training in the theory and art of teaching which is considered essential for teachers in other schools. Special provision for this work, as an elective, is called for in the complete pharmaceutical curriculum.

To meet these higher requirements, a four years' course of study, leading to the degree of Bachelor of Science in Pharmacy (B.S. in Phar.), has been established.

LOCATION OF THE SCHOOL OF PHARMACY

The College of Pharmacy is located on the University grounds. Entrance on Bathgate Avenue and Fordham Road. The transit facilities to the University are numerous. The New York Central Railroad has a station at Fordham, as also has the subway by connection with the Third Avenue Elevated Railroad at 149th Street. There are, moreover, several trolley lines passing within a few yards of the entrance to the University on Fordham Road.

ADMISSION

A student accepted and registered by the proper authorities as having fulfilled the preliminary qualifications for candidacy for a degree or diploma is enrolled as a matriculated student of the College of Pharmacy. A period of regular attendance upon all stated academic exercises must be completed by every candidate for a degree.

In the *Announcement* of each school will be found the specific conditions governing admission to courses of instruction and to candidacy for a degree.

The admission, continuance upon the rolls, the graduation of any student, is subject to the full disciplinary power of the College of Pharmacy authorities.

REGISTRATION

Before attending any College of Pharmacy exercises each student shall present himself at the office of the Registrar and shall there file a registration blank giving such information as may be required for the College of Pharmacy records, together with a statement of the courses he is authorized to pursue. The place of registration is the office of the Registrar located in the Pharmacy Building on the University grounds. To complete his registration, the student shall pay the required fee.

Each person whose registration has been completed will be considered a student of the College during the period for which such registration is held valid. No student registered in any school or college of the University shall at the same time be registered in any other school or college, either of Fordham University or of any other institution, without the consent of the Regent or Dean.

WITHDRAWAL

An honorable discharge will always be granted to any student in good academic standing, and not subject to discipline, who may desire to withdraw from the College; but no student under the age of twenty-one years shall be entitled to a discharge without the assent of his parent or guardian furnished in writing to the Dean. Students withdrawing are required to notify the Registrar. Applications for the return of fees must be made in writing at the time of withdrawal.

EMPLOYMENT FOR STUDENTS

It is desirable that the students in the College of Pharmacy should be occupied in practical pharmaceutical work during the days when they have no sessions in the College. With that end in view, we have established an employment bureau to secure for our Pharmacy students positions in retail pharmacies as much as possible. The Counties of the Bronx and Westchester offer ample opportunities for this purpose, and we have also been able in the past few years to place many of our students in desirable positions in pharmacies in New York County (Borough of Manhattan), and in Kings County (Borough of Brooklyn). In this connection we want to assure prospective employers that their applications for assistants will receive prompt and very careful attention.

Courses Offered and Degrees Conferred

Three courses leading to the following degrees in Pharmacy are offered:

1. Ph.G.

Graduate in Pharmacy (Ph.G.). The course consists of 25 hours a week for 32 weeks, during three calendar years.

This course leads to the degree of "Graduate in Pharmacy" and qualifies the graduate to meet examinations for the position of Licensed Pharmacist.

2. B.S. in Phar.

Bachelor of Science in Pharmacy (B.S. in Phar.). This course consists of six days a week for 32 weeks, during four calendar years, of six and one-half hours per day. Considerable attention is given to manufacturing on a large scale (Biological products and Research).

3. Phar.D.

Doctor of Pharmacy (Phar.D.). Admission to this course requires the degree of B.S. in Phar. obtained in residence in a College recognized by the Regents of the University of the State of New York. This course consists of two additional years of work at the University and the presentation of a thesis acceptable to the faculty.

Important Announcements

For information by mail, apply to the Registrar of the Fordham University College of Pharmacy, Fordham, New York, N. Y.

No student will be accepted for matriculation later than two weeks after the date of the opening exercises.

The Faculty of the College of Pharmacy reserves the right to terminate the connection of any student with the institution *at any time* on the ground of mental or moral unfitness for the pharmaceutical profession, or improper conduct while connected with the school.

No practical experience in drug store or pharmacy will be required previous to matriculation, in lieu of which the State Education Department has accepted the increased training in operative and commercial pharmacy that has been provided.

The New York Botanical Gardens, immediately adjoining the grounds of Fordham University, give the best facilities in the State for extensive study of plant life.

It is to be noted that Regents' professional examinations for the Pharmacy student qualifying certificate were discontinued January 1, 1928. (See page 12.)

Students are required to be in attendance at the beginning of the course, in order to obtain full benefit from the lectures and laboratory work. No student will be admitted later than two weeks after the beginning of the first term. Every student must attend not less than ninety per cent. of the hours of instruction throughout the year. Failure to comply with this condition will deprive the student of the privilege of presenting himself for examinations.

Students of the College of Pharmacy are not accommodated in the dormitories on the Campus. List of reputable boarding houses may be consulted in the office of the Registrar, after August 15.

The rules and regulations stated in this Announcement and those posted on the Bulletin Boards, signed by the Regent or the Dean, will govern all students of this College until a new Announcement is issued.

Transcripts of records are not given to students. Records will be sent directly, upon receipt of necessary fee, to school to which applicant is applying.

ENTRANCE REQUIREMENTS

1. GRADUATE IN PHARMACY COURSE

The admission of students to this course is conditional upon the action of the Committee on Admissions and the limitations of available space. For several years past, the College has not been able to accommodate all who have applied for admission.

For admission to this course, the student must be at least seventeen years of age, and must present a Qualifying Certificate for a Pharmacy Student, issued to him by the N. Y. State Education Department. This certificate, or the statement of the State Education Department that the student is entitled to it, must be filed with the application. Those who have successfully pursued four years' study at a high school or other school of corresponding grade, recognized by the State Education Department, can secure the certificate by sending their credentials to the Examination Division, Education Department, Albany, N. Y., on a form provided for that purpose, together with a fee of one dollar.

Students entering on credentials from foreign countries where the language is other than English must pass a special examination in second year English, *before being matriculated.*

It is important to note that these professional academic Regents' examinations were discontinued on January 1, 1928. It will be possible to earn credit toward a Pharmacy student's certificate only by attendance at an approved day or evening high school.

Students who have attended private institutions should not fail to ascertain whether such institutions are approved by the Education Department. If not, their credentials will not be accepted, and they will be required to take the regular examinations of the Department. For information as to these examinations, the necessary fees, etc., consult the State Education Department, Albany, N. Y.

2. BACHELOR OF SCIENCE IN PHARMACY COURSE

A candidate for admission to this course must have successfully completed: English—four years; Science—two years; Mathematics—two years; Foreign language—two years; History—one year; Physiology—one-half year (unless the two years of science include biology or general science); Civics—one-half year; sufficient electives to make up a full four-year course, aggregating 15 units.

3. DOCTOR OF PHARMACY

A candidate for admission to this course must have successfully completed the course leading to the degree of Bachelor of Science in Pharmacy (B.S. in Phar.).

FEES

Matriculation and Registration Fee	$5.00
***Fee for a duplicate of a record for any year	1.00
Condition Examinations, each subject	5.00

TUITION FEES*

Course Leading to the Degree, Graduate in Pharmacy
(Three Years' Course)

Per Year

Lecture Fee	$250.00
Laboratory Fees (3)	60.00
**Student Activity Fee	10.00
Breakage Deposit	10.00
	$330.00

Course Leading to B.S. in Pharmacy, and Doctor of Pharmacy

Per Year

Lecture Fee	$350.00
Laboratory Fees (3)	60.00
**Student Activity Fee	10.00
Breakage Deposit	10.00
	$430.00

Graduation Fee (Payable before June 1) $15.00

From the breakage deposit will be deducted pro rata cost of unnecessary damage or loss in the building, equipment, library and on the premises in general, which cannot be collected from individuals responsible for it. The amount remaining will be refunded at the end of the year when the keys and other college property have been returned in good condition.

PAYMENT OF FEES

The registration fee must be paid at the time of registration and is not returnable.

The other fees are payable as follows:

At least one-half of the fees must be paid within two weeks after a candidate has been accepted, and in the case of candidates accepted after September 1, fees must be paid at the time of the registration. The balance is due and payable January 3, following.

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* These fees subject to change at the discretion of the Board.
** This fee entitles each student to tickets, or reduction on tickets in certain cases, to Home Games.
*** Transcripts of records are not given to students. (Cf. page 11—"Important Announcements").

A student who fails to meet any payment will be liable to be debarred from attendance.

None of the fees are returnable except at the discretion of the Treasurer of the University, and no rebate will be made until all of the property in the student's possession belonging to the College has been returned in good order.

ADVANCEMENT IN CLASSES

Advancement from one class to the next requires that the student successfully pass examinations in each subject taught, with an average of not less than 75%.

Students failing to attain the required percentage in the examinations in not more than *one major and two minor* subjects, may be permitted by the Committee on Examinations to take one re-examination in these subjects.

Students failing in a majority of subjects must repeat the entire course of that year.

Students failing in a subject in the supplementary examination must repeat the year. A student who has repeated any one year of the course he is taking will not be permitted to repeat again.

REQUIREMENTS FOR GRADUATION

All degrees are conferred by the University upon recommendation of the Faculty. Such recommendation is made upon evidence that the student is of good moral character, has complied with all requirements for graduation and has met all financial obligations to the University and the class organization.

PRIZES

1. Bronx County Pharmaceutical Association Prize:

The Bronx County Pharmaceutical Association has established a prize, consisting of a gold medal, to be awarded by Dr. Diner in the name of the Association to the student in the College of Pharmacy attaining the best average in the subject of "Pharmacy" during his three years' course.

2. Westchester County Pharmaceutical Association Prize:

The Westchester County Pharmaceutical Association has established a prize, consisting of a gold medal, to be awarded to the student obtaining the best average in the subject of "Operative Pharmacy" during his three years' course.

3. Dr. George Hohmann Memorial Medal:

The Alumni Association of the College of Pharmacy has established a fund for the purpose of awarding a medal to commemorate the splendid work done by the late Professor George Hohmann, Ph.G., M.D., and it is awarded to the student who has done the most in furthering the interests of his class while at Fordham.

4. Alumni Prize:

An "Alumni Medal" is awarded by the Alumni Association to the student having the highest average in all subjects during the three years' course.

5. German Apothecaries' Society Prize:

The German Apothecaries' Society, the oldest pharmaceutical association in the United States, has established a prize consisting of a gold medal to be awarded to the student excelling in Practical Pharmacy.

6. New York State Pharmaceutical Association Prize:

The New York State Pharmaceutical Association offers a membership in this body to the student who shows exceptional ability in all the subjects taken in the College of Pharmacy.

ADMISSION TO THE PRACTICE OF PHARMACY IN THE STATE OF NEW YORK

Admission to the practice of pharmocology in the State of New York may be granted by the Regents:

(1) By the issuance of a license to a candidate who satisfies all the requirements for admission to and who passes the licensing examination as pharmacist.

The Board issues certificates (*a*) to apprentices; (*b*) to storekeepers.

1. LICENSING OF PHARMACISTS

All applicants for a license to practice pharmacy upon examination must complete (*a*) the preliminary requirement; (*b*) the professional requirement; (*c*) the licensing examination.

(*a*) PRELIMINARY REQUIREMENT.—The preliminary requirement determines admission to registered schools of pharmacy. The official evidence of the completion of the preliminary requirement is called the pharmacy student certificate which may be secured upon evidence of the successful completion of not less than four years of approved secondary schooling.

Special examination in English.—All applicants for a pharmacy student certificate upon credentials from foreign countries other than those in which English is the language of the people, all or any part of which are earned or issued in said foreign countries, must pass a special examination in English. No counts are granted for passing the special English examination.

(*b*) PROFESSIONAL REQUIREMENT.—The professional requirement consists of—

(1) Three years' study of pharmacology in a school of pharmacy registered by the Regents as maintaining at the time satisfactory standards and graduation with the degree of Ph.G. or equivalent from a registered school.

(2) Four years' experience in a registered pharmacy, one year of which must have been in a pharmacy of the United States under the personal supervision of a pharmacist and within five years of the date of the application. (See Handbook No. 11.)

The actual time spent in a registered pharmacy school may be applied toward the four years' experience. A minimum of 50 hours a week is required in a registered pharmacy or drug store. Half time or 25 hours a week shall be credited employees in registered pharmacies and drug stores while in attendance at a school other than a registered school of pharmacy. Less than 25 hours a week shall receive proportionate credit.

LICENSING EXAMINATIONS.—Application for admission to the examination must be filed with the Professional Examinations Bureau of the State Education Department not less than 15 days and all evidence of pharmaceutical experience not less than 20 days before the examination. Each application must be accompanied by the fee of $10 and be verified by oath. It must show in a manner satisfactory to the Department that the applicant (1) is more than 21 years of age and of good moral character; (2) is a citizen of the United States or has formally declared his intention of becoming such citizen; (3) has completed the preliminary education requirement above described; (4) has completed the requirement in professional education and experience as above described. A graduate of a registered school of pharmacy, who has not had the four years' practical experience or who is not 21 years of age, may be admitted to the examination in theoretical subjects only. Thereafter, upon the submission of evidence satisfactory to the Department of the completion of the four years' experience and evidence that such applicant is over 21 years of age, he may be admitted to the examination in practical pharmacy upon payment of an additional fee of $10.

Examinations.—The examinations are conducted by the Regents of the University and answer papers are read and marked by the board which knows the candidate only by number. The subjects of these examinations are: materia medica, botany, toxicology, posology and physiology; pharmaceutical chemistry; theoretical pharmacy; practical pharmacy, including manufacturing, tests, prescription work and identification of substances, commercial pharmacy, pharmaceutical jurisprudence and pharmaceutical Latin. (See Handbook No. 11.)

The passing mark in each subject shall be 75 per cent.

Any candidate who takes the complete licensing examination and fails in not more than one written subject need not be re-examined in the other subjects. He shall be considered as conditioned in that one subject and may remove this condition at any subsequent examination without additional fee. In case he fails in more than one subject he shall be re-examined in all subjects. Not more than two complete examinations shall be taken on one fee. An applicant who secures a rating of at least 75 per cent. in practical pharmacy need not be re-examined in that subject except for cause.

SCHEDULE OF EXAMINATION FOR LICENSE TO PRACTICE PHARMACOLOGY FOR 1929 AND 1930

1929	1930
Jan. 28-31	Jan. 27-30
June 24-27	June 23-26
Sept. 23-26	Sept. 15-18

PLACES

New York, Albany, Buffalo. Each candidate is notified as to the exact place.

DAILY PROGRAM

Monday

Morning	Afternoon
9.15 — 12.15	1.15 — 4.15
Materia Medica and Botany	Pharmaceutical Chemistry

Tuesday

Practical Pharmacy

Wednesday

Morning	Afternoon
9.15 — 12.15	1.15 — 4.15
Commercial Pharmacy, Pharmaceutical Jurisprudence and Pharmaceutical Latin	Toxicology, Posology and Physiology

Thursday

9.15 — 12.15

Theoretical Pharmacy

SCHEDULE
OF THE COURSES OF STUDY

DEGREE OF "GRADUATE IN PHARMACY"

Graduates from this course will be eligible for admission to the Licensing Examinations in practically every State.

FIRST YEAR

First Semester				Second Semester			
SUBJ. No.	HOURS A WEEK Lecture	Laboratory	Semester Hours' Credit	SUBJ. No.	HOURS A WEEK Lecture	Laboratory	Semester Hours' Credit
Ph-11	6	3	7½	Ph-11	6	3	7½
Ph-13	1	..	1	Ph-13	1	..	1
Ch-11	3	3	4½	Ch-11	3	3	4½
Ch-14	2	..	2	Ch-14	2	..	2
MM-11	2	2	3	MM-11	2	2	3
MM-12	2	..	2	MM-12	2	..	2
Eth-11	1	..	1	Eth-11	1	..	1
	17	8	21		17	8	21

SECOND YEAR

Ph-21	4	3	5½	Ph-21	4	3	5½
Ph-22	2	..	2	Ph-22	2	..	2
Ch-21	3	5	5½	Ch-22	5	3	6½
MM-21	3	2	4	MM-21	3	2	4
MM-22	2	..	2	MM-22	2	..	2
Eth-21	1	..	1	Eth-21	1	..	1
	15	10	20		17	8	21

THIRD YEAR

Ph-31	1	2	2	Ph-31	1	2	2
Ph-32	2	2	3	Ph-32	2	2	3
Ph-33	3	..	3	Ph-33	3	..	3
Ch-31	4	4	6	Ch-32	4	4	6
MM-31	2	2	3	MM-31	2	2	3
MM-32	2	..	2	MM-32	2	..	2
Eth-31	1	..	1	Eth-31	1	..	1
	15	10	20		15	10	20

BACHELOR OF SCIENCE IN PHARMACY

FIRST YEAR

First Semester				Second Semester			
SUBJ. No.	HOURS A WEEK Lecture	Laboratory	Semester Hours' Credit	SUBJ. No.	HOURS A WEEK Lecture	Laboratory	Semester Hours' Credit
Ph-11	6	3	7½	Ph-11	6	3	7½
Ph-13	1	..	1	Ph-13	1	..	1
Ch-11	3	3	4½	Ch-11	3	3	4½
Ch-14	2	..	2	Ch-14	2	..	2
MM-11	2	2	3	MM-11	2	2	3
MM-12	2	..	2	MM-12	2	..	2
Eng-11	3	..	3	Eng-11	3	..	3
Mod.Lang-11	3	..	3	Mod.Lang-11	3	..	3
Math-11	4	..	4	Math-11	4	..	4
Eth-11	1	..	1	Eth-11	1	..	1
	27	8	31		27	8	31

SECOND YEAR

Ph-21	4	3	5½	Ph-21	4	3	5½
Ph-22	2	..	2	Ph-22	2	..	2
Ch-21	3	5	5½	Ch-22	5	3	6½
MM-21	3	2	4	MM-21	3	2	4
MM-22	2	..	2	MM-22	2	..	2
Biol-21	2	4	4	Biol-21	2	4	4
Eng-21	3	..	3	Eng-21	3	..	3
Phys-21	2	2	3	Phys-21	2	2	3
Eth-21	1	..	1	Eth-21	1	..	1
	22	16	30		24	14	31

THIRD YEAR

Ph-31	1	2	2	Ph-31	1	2	2
Ph-32	2	2	3	Ph-32	2	2	3
Ph-33	3	..	3	Ph-33	3	..	3
Ch-31	4	4	6	Ch-32	4	4	6
MM-31	2	2	3	MM-31	2	2	3
MM-32	2	..	2	MM-32	2	..	2
Phys-31	3	2	4	Phys-31	3	2	4
Eth-31	1	..	1	Eth-31	1	..	1
	18	12	24		18	12	24

FOURTH YEAR

Ph-41	..	4	2	Ph-41	..	4	2
Ch-41	2	8	6	Ch-42	2	8	6
MM-41	2	2	3	MM-42	..	4	2
MM-43	..	4	2	MM-43	..	4	2
Eth-41	1	..	1	Eth-41	1	..	1
	5	18	14		3	20	13

Outline of Courses

PHARMACY

Ph-11. THEORY OF PHARMACY AND PHARMACEUTICAL ARITHMETIC.

Lectures, 6 hours a week;

Laboratory, 3 hours a week for both semesters.

This course begins with the history of pharmacy, its progress and prospects. A study is made of the United States Pharmacopœia and National Formulary as to their origin, purpose and use. Following these preliminary lectures and discussions comes a study of metrology, firmly establishing the relationship of the various systems in use.

The physics of pharmacy is then taken up, including specific gravity and specific volume, heat and its application, distillation, sublimation, exsiccation, desiccation, etc.

Comminution and its various processes are thoroughly explained and discussed, together with the various methods of separation employed: viz., sifting, filtration, colation, etc.

The theory of solution is discussed in detail, embracing simple, chemical, saturated and super-saturated solutions and the determination of the solubility of substances.

Lastly, the extraction of drugs is taken up in detail, comprising the explanation of maceration, percolation, digestion, infusion, decoction, etc.

A preliminary review of elementary arithmetic, including fractions, prepares the student for the subject of metrology. The various systems of weights and measures, their origin, uses and values and equivalents, accurate as well as approximate, such as household measures, are thoroughly considered, together with determination of quantities to be used, and quantities in finished product by volume and weight and by individual dosage.

Specific gravity and specific volume, the methods for determining same, their value in pharmacy and their inter-relation. The conversion of the various scales of thermometers, percentage solution and alligation are taught by lectures, demonstrations and laboratory work. Recitations cover both theoretical and laboratary work by oral and written exercises, as well as blackboard demonstration by the student.

Ph-13. PHARMACEUTICAL LATIN.

Lectures and recitations, 1 hour a week for both semesters.

A course sufficient in length to meet the requirements of the pharmacist.

The student is familiarized, first, with the reasons for the use of Latin in pharmacy and allied sciences. This is followed by the fundamentals, including declensions of nouns and adjectives, syntax and construction, conjugation of verbs and use of prepositions and phrases. Cardinal and ordinal numerals are committed to memory, as well as a vocabulary needed by the pharmacist.

Lastly, the prescription is discussed, and the knowledge of Latin applied to the correct writing and translating of same, including directions to the pharmacist and the patient.

Ph-21. OPERATIVE AND DISPENSING PHARMACY.

Lectures and recitations, 4 hours a week;
Laboratory, 3 hours a week for both semesters.

This course is a continuation of Ph-11, covering the more complex operative procedures of preparing the galenicals of the U. S. P. and N. F., with special emphasis on the nomenclature, mode of preparation, active ingredients entering and those contained in the finished product, together with mode of preservation and dispensing, as well as quantity or percentage of potent or basic drugs, and runs parallel with Manufacturing Pharmacy.

Ph-22. COMMERCIAL PHARMACY.

Lectures and recitations, 2 hours a week for both semesters.

The fundamental principles of Commercial Pharmacy are taken up by lectures, demonstrations and recitations. The principles governing the opening or buying of a drug store are thoroughly discussed. Principles of ordering, checking, arranging, stock-taking and pricing, as well as packing, delivery, charge accounts and collections are brought out by various methods, including blackboard demonstrations and actual reports and commercial transactions. The fundamental principles of bookkeeping and the various types of insurance are explained.

Ph-31. MANUFACTURING PHARMACY.

Lecture, 1 hour a week;
Laboratory, 2 hours a week for both semesters.

This course is a continuation of Ph-21, and includes the theoretical discussion of the more difficult galenicals, the reasons for cer-

tain procedures, the consideration of some non-official preparations and the storing and preservation of biological products.

The subjects discussed theoretically are brought out by actually preparing the preparations discussed, with criticism and comments by the faculty.

Ph-32. DISPENSING PHARMACY.

Lectures, 2 hours a week;
Laboratory, 2 hours a week for both semesters.

This is a discussion of the best methods of compounding and dispensing, with special emphasis on the reading of prescriptions, the recognition of incompatibilities, the checking of doses and methods of overcoming incompatibilities. Particular emphasis is laid on the relation of the prescription with reference to physician, patient and fellow-pharmacists.

The work is taken up by practical laboratory exercises, preparing prescriptions of more difficult procedures, as well as correcting incompatibilities by recognized scientific methods. The work of the student, including checking, wrapping, recording and pricing, is scrupulously scanned and constructively criticized.

Ph-33. COMMERCIAL PHARMACY AND JURISPRUDENCE.

Lectures, 3 hours a week for both semesters.

This is a continuation of Ph-22, taking up bookkeeping from a practical point of view. Overhead gross and net profit, balance sheet, financial transactions and negotiable papers are thoroughly explained and discussed.

This course also includes the laws governing the practice of pharmacy, as well as the Harrison Law and the 18th Amendment, together with city ordinances.

Ph-41. BIOLOGICALS.

Laboratory, 4 hours a week for both semesters.

The theory of preparing biological products, with emphasis on vitamines and endocrine glands.

The preparation of glandular extracts and their assay.

PHARMACY TEXT-BOOKS

United States Pharmacopœia X.
National Formulary.
Pharmaceutical Arithmetic, Stevens.
Commercial Law, Gano.
Pharmaceutical Latin, Muldoon.

REFERENCE BOOKS

United States Dispensatory.
National Standard Dispensatory.
Pharmaceutical Praxis, Hager.
Practice of Pharmacy, Remington.
History of Pharmacy, La Wall.
Commercial Pharmacy, O'Connor.

CHEMISTRY

The courses in chemistry are so arranged and conducted as to meet the requirements of the present-day college standards. The student is first taught the fundamentals of General Inorganic Chemistry, and this branch of chemistry is followed by Analytical Chemistry, a course in which the newer methods of Qualitative Chemistry are stressed, especially with regard to their bearing on the testing of official substances. Organic Chemistry is next taken by the student, and in this course, which consists of lecture and laboratory work, he will receive training in the chemistry of carbon and its compounds to the same extent as is given in a regular college course, with special emphasis being placed upon substances which are of special interest to the pharmacist. Quantitative Chemistry is the next branch of chemistry taken by the student. In this course special emphasis is placed upon the fundamentals of the course and upon the methods of the U. S. P. for the assay of official substances. Pharmaceutical Chemistry, a subject which is introduced to the student gradually, is now taken in detail, and the student is trained in the manufacture, the testing, and assaying of all official substances. For advanced students, courses are offered in Food and Drug Chemistry and in Physiological Chemistry.

Ch-11. GENERAL INORGANIC CHEMISTRY.

Lectures and recitations, 3 hours a week;
Laboratory, 3 hours a week for both semesters.

This course consists of General Inorganic Chemistry and Qualitative Analysis.

Ch-14. PHYSICS.

Lectures and recitations, 2 hours a week for both semesters.

A comprehensive treatment of Elementary College Physics.

Ch-21. GENERAL INORGANIC CHEMISTRY AND QUALITATIVE ANALYSIS.

Lectures and recitations, 3 hours a week;
Laboratory, 5 hours a week for one semester.

Ch-22. MANUFACTURING CHEMISTRY.
Lectures and recitations, 5 hours a week;
Laboratory, 3 hours a week for one semester.

Ch-31. MANUFACTURING AND ORGANIC CHEMISTRY.
Lectures and recitations, 4 hours a week;
Laboratory, 4 hours a week for one semester.

Ch-32. QUANTITATIVE ANALYSIS, AND DRUG ASSAYING.
Lectures and recitations, 4 hours a week;
Laboratory, 4 hours a week for one semester.

Ch-41. FOOD AND DRUG CHEMISTRY.
Lectures and recitations, 2 hours a week;
Laboratory, 8 hours a week for one semester.

Ch-42. PHYSIOLOGICAL CHEMISTRY.
Lectures and recitations, 2 hours a week;
Laboratory, 8 hours a week for one semester.

CHEMISTRY TEXT-BOOKS

General Chemistry, L. B. Richardson.
Laboratory Outline of General Chemistry, Smith-Kendall.
Qualitative Chemical Analysis, Scott.
United States Pharmacopœia.
Lecture, Norris.
Laboratory Manual, Experimental Organic Chemistry, West.
Quantitative Chemical Analysis, Talbot.
Calculations of Quantitative Chemical Analysis, Hamilton and Simpson.
Food Inspection and Analysis, Leach.
Food Analysis, Woodman.

REFERENCE BOOKS

Volumetric Analysis, Sutton.
Standard Methods of Chemical Analysis, Scott.
Chemistry and Analysis of Drugs and Medicines, Fuller.
United States Dispensatory.

MATERIA MEDICA

MM-11. BOTANY.
Lectures and recitations, 2 hours a week;
Laboratory, 2 hours a week for both semesters.

A study is made of the properties and activities of protoplasm, structure and function of leaves, flowers, stems and roots; and the classification of forms which make up the plant kingdom. The course

begins with the study of the cell and cell structure of higher plants and the relation of this structure to function.

Economic plants yielding drug products are used as far as time permits in both lecture and laboratory to correlate the subject with the study of crude drugs.

MM-12. PHYSIOLOGY, HYGIENE, ELEMENTARY MATERIA MEDICA, THERAPY-DYNAMICS AND TOXICOLOGY.

Lectures and recitations, 2 hours a week for both semesters.

The aim of this course is to present the fundamental facts of physiology, both from the standpoint of hygiene and as a basis for a thorough understanding of the action of medicines. The lectures and recitations deal with general physiology, secretion, digestion, absorption, the function of ductless and other similar glands. Emphasis is laid upon the physical side of these processes. The department is well supplied with charts and manikins for demonstrations.

MM-21. BOTANY, PHARMACOGNOSY, AND MATERIA MEDICA.

Lectures and recitations, with assigned readings, 3 hours a week;

Laboratory, 2 hours a week for both semesters.

A complete study of the drugs of the U. S. P. and N. F. that are derived from the vegetable and animal kingdom. The first semester deals with the scope of the subject and the methods utilized in collecting drugs, shipment to market, their adulteration, detection, storage and constituents present. The second semester deals with the plants of the lower groups and covers those animal products used in medicine.

A study is made of the powdered crude drugs and such other products that enter into the manufacture of foods and spices. Typical type specimens are used to illustrate the various groups. Particular emphasis is placed upon the detection of adulterants as commonly met with in commercial samples. The laboratory is well supplied with equipment enabling the student to start with a drug in the crude state and to carry all processes from milling to the finished product for use in the industries. Complete sets of sectioned materials enable the student to make comparison between powdered material and the plant section as a whole.

MM-22. MATERIA MEDICA, PHARMACODYNAMICS, THERAPY-DYNAMICS, POSOLOGY AND TOXICOLOGY.

Lectures and recitations, 2 hours a week for both semesters.

A study of the more important drugs as to their chemistry, physi-

ological properties and therapeutic value. A drug typical of a group is taken up in class and its action discussed. The broad principles of drug action are emphasized, rather than the actual practice, which solely concerns the physician.

MM-31. PHARMACOGNOSY.

Lectures and recitations, 2 hours;

Laboratory, 2 hours a week for both semesters.

The seed plants yielding drug products are discussed as to name, source, descriptions, prevailing standards, methods of preservation and their use in medicine. Each student will receive a sample of every drug official in the U. S. P. and N. F. In addition, many samples are furnished of non-official drugs that are used in considerable amounts, both in medicine and in the industries. Identification examinations are held at regular intervals.

MM-32. This course is the continuation of MM-22.

Lectures and recitations, 2 hours a week for both semesters.

MM-41. BACTERIOLOGY.

Lectures and recitations, 2 hours a week;

Laboratory, 2 hours a week for one semester.

The object of this course is to make the student familiar with the methods of detection, isolation, and identification of the pathogenic micro-organisms. Lectures on the forms of bacteria, their classification, structure, multiplication, and reproductions, their requirements for growth, and their chemical products. The manufacture of media, staining, cultural reactions, the principles of sterilization and disinfection are brought out and especial emphasis is given to their practical application. The latter half of the course deals exclusively with pathogenic organisms. The way in which bacteria produce disease, their attention, and the production of immunity are carefully explained. The sources of infection and methods of prevention are given, together with the specific properties of organisms. The bacteria of soil, milk, sewage and water are discussed.

MM-42. BOTANICAL TAXONOMY.

Laboratory work with occasional lectures, 4 hours a week for one semester.

The laboratory work will consist of the identification of plants by the use of descriptive works. The families yielding medicinal and poisonous plants will receive greatest attention. Each student will be expected, by the use of the key, to determine the plants of this region.

MM-43. COMMERCIAL PHARMACOGNOSY.

Laboratory, 4 hours a week for both semesters.

This course will consist in the sectioning of plant and food products. The identification of adulterated drugs. The methods pursued in commercial manufacturing plants. Control methods. Micro-chemical reactions and the use of various microscopic equipment in the detection of drugs and spices. The course will cover fundamental requirements for food inspection in both government and commercial houses. Each student will, in addition, be assigned a definite problem to test his fitness for research.

MATERIA MEDICA TEXT-BOOKS

Botany, Bonisteel.
Elementary Physiology, Burton-Opitz.
Pharmacognosy, Bonisteel.
Bacteriology, Park and Williams.
Manual of Botany, Gray.
Microscopy of Foods, Drugs and Spices, Greenish.

REFERENCE BOOKS

Medical Dictionary, Dorland.
Pharmacology, Cushing.
Microscopy of Foods, Drugs and Spices, Winton.

ETHICS

Eth-11. ETHICS.

Lecture, 1 hour a week for both semesters.

Preparatory to the course in ethical problems, there will be a course of one semester, including the principles of logic, syllogism, truth, falsity and certitude; origin of the mind, matter and form, problem of life, free will and the human soul; existence of God.

Philosophy, logic, natural and acquired. Simple apprehension and judgment. The syllogism, truth and falsity. Certitude, metaphysical, physical and moral. The senses. Intellect, reason. Memory. Human testimony. Objective evidence. Origin of the world. Laws of nature. Properties of bodies. The problem of life. The soul. Free will. Existence of God.

General Ethics.—Definition, nature, object, scope. False theories regarding the fundamental principles of ethics. The ultimate intrinsic end of man. Beatitude, the ultimate extrinsic end of man, God's external glory. Goodness, proximate norm, rational nature; ultimate

norm, Divine nature. Determinations of goodness. The human act. Imputability. Merit. Morality of the human act. The norm of morality. External norm, law, eternal and natural, positive; obligation, Divine and human. Internal norm, conscience. Character. Theological and moral virtues.

Eth-21. ETHICS.

Lecture, 1 hour a week for both semesters.

Special Ethics.—(1) Duties to God. Interior and exterior worship. Obligation of accepting Divine Revelation. (2) Duties to self. Acquisition of knowledge essential to eternal welfare and performance of duties of life. Duties to preserve health and life. (3) Duties to others. Respect for rights of others to intellectual and moral integrity, to health and life, to good name and property. (4) Right to material things. Right of private property. Ownership. Socialism and collectivism.

Eth-31. ETHICS.

Lecture, 1 hour a week for both semesters.

Society in General.—(1) Definition, nature, origin. Material and formal elements. Kinds of society. (2) Domestic society. Conjugal: nature, primary and secondary purposes. Essential properties, unity and indissolubility. (3) Parental society: primary purpose, education of children. Right of education of children belongs to parents alone. Duty of civil and religious society. (4) Industrial society. Wages, individual and general norms. (5) Civil society. Origin, genetic, historical, juridical. End. (6) The State. End. Primary purpose, to secure the rights and liberty of its members; secondary purpose, to afford equitably the opportunities socially necessary for temporal prosperity. Civil authority. (7) Government, functions and form. Legislative, executive, judicial. Purposes of government. Forms of government. (8) The State and conscience. Liberty of conscience. (9) The Church and State. Their relations. (10) International right. Ethical and juridical duties and rights of nations. International law.

Eth-41. ETHICS.

Lecture, 1 hour a week for both semesters.

Special Ethical Problems.—Review of the fundamental principles of morality; application of these principles in the practice of pharmacy; destiny of man; sacredness of human life. Stress is laid on those problems which may arise in the course of a pharmacist's practice when expediency might suggest methods of procedure which would be contrary to right reason and morality.

ENGLISH

Eng-11. ENGLISH COMPOSITION.

3 hours a week for both semesters.

This course has two aims: (a) to develop in the student the ability to write correctly and effectively; (b) to accustom him to read intelligently. Themes are written every week upon subjects concerning which the students are believed to have definite ideas, and a considerable amount of outside reading is required each term.

Eng-21. ENGLISH LITERATURE.

3 hours a week for both semesters.

The leading works in the several periods of English literature are studied as expressive of national life and thought and of universal ideals and aspirations. The course aims to show the value of literature as an interpretation of life. Particular attention is given to the great men and their chief works from the Fourteenth to the Nineteenth Centuries inclusive.

MODERN FOREIGN LANGUAGES

FRENCH OR GERMAN

French 11. FRENCH.

3 hours a week for both semesters.

Prescribed for those offering French for entrance. Rapid review of the essentials of grammar with readings from standard classical and scientific authors.

Prerequisites: two entrance units.

German 11. GERMAN.

3 hours a week for both semesters.

Prescribed for those offering German for entrance. Rapid review of the essentials of grammar with readings from standard classical and scientific authors.

Prerequisites: two entrance units.

MATHEMATICS

Math-11. *First Semester:* ADVANCED ALGEBRA AND ANALYTIC GEOMETRY.

4 hours a week.

This course embraces all the higher algebraic conceptions, permutations and combinations; logarithms; determinants; complex num-

bers; theory of equations; undetermined coefficients; partial fractions; Horner's method of approximation, etc. Systems of co-ordinates, loci and equations, straight line, circle, parabola, hyperbola.

Second Semester: DIFFERENTIAL AND INTEGRAL CALCULUS.

4 hours a week.

PHYSICS

Phys-21. PHYSICS.

Lectures and recitations, 2 hours a week;
Laboratory, 2 hours a week, for both semesters.

The subjects treated in the lectures of this course are: statics, kinematics, dynamics and sound, with special emphasis on the mathematical phases of the subject-matter.

The laboratory course embraces all experiments in mechanics and sound.

Phys-31. PHYSICS.

Lectures and recitations, 3 hours a week;
Laboratory, 2 hours a week, for both semesters.

The subjects treated in the lectures of this course are: heat, light, electricity and magnetism, with special emphasis on the mathematical phases of the subject-matter.

The laboratory course embraces all experiments in light, heat, electricity and magnetism.

BIOLOGY

Biol-21. BIOLOGY.

Lectures and recitations, 2 hours;
Laboratory, 4 hours a week for both semesters.

Origin of life. Morphology of cell and tissues. Differentiation of tissues. Morphology of organs and their physiological functions. General classification of living beings. Origin of the species. Evolution. Darwinism. Heredity. Weissmann's Germ-Plasm theory. De Vries' Mutation theory. Mendelism. Psychological study of the sensitive knowledge and instinct of animals. Comparative anatomy of vertebrates. Dissection of rabbits, birds, lizards, frogs and fishes. Anatomy of crustaceans, molluscs, arachnids, insects and worms. Study of Protozoa—amœba, paramæcium, vorticella, stylonichæ and euglena. Parasitism, and general knowledge of bacteriology. Fundamental principles of embryology in their relation to evolution.

CLASS ORGANIZATIONS

Each class is organized into a "Class Organization," to which all the students of that class are eligible. At the weekly meetings papers are read and discussed by the students and guests. This feature is encouraged by the Faculty who assist in directing the discussions and help in conducting the meetings on parliamentary lines. This is intended to broaden the student's training and to foster a fraternal, co-operative spirit among the students and to awaken his interest in pharmaceutical associations to which Pharmacy owes a debt which it never can amply repay.

ALUMNI ASSOCIATION

The Alumni Association of Fordham University College of Pharmacy was organized May 15, 1915, for the purpose of advancing and encouraging scientific study in the various allied branches of Pharmacy among its members.

Meetings of Alumni Association

Meetings are held at stated intervals.

The Alumni Association co-operates with the Employment Bureau of the College, and is very active in procuring positions for worthy students. A bureau of general pharmaceutical information is maintained for the members.

Officers of Alumni

President ..... Joseph Harkavy, '23
Vice-President ..... Max Simon, '24
Secretary ..... Milton Pearlberger, '26
Treasurer ..... Otto F. A. Canis, '14

Executive Committee

M. N. Tewey, '14
H. Friedman, '15
E. A. Fox, '16
B. Klatz, '17
E. O'Kane, '18
P. Kohnberg, '19
J. Tynan, '20
I. Harwood, '21
L. McGinnis, '22
S. H. Tompkins, '23
B. Skelly, '24
G. Boardman, '25
A. Geruso, '26
J. Lynch, '27
Geo. Shea, '28

Delegates to New York State Pharmaceutical Association

E. R. Maloney, '23
M. Pack, '24
J. Montalbano, '14

Delegates to American Pharmaceutical Association

J. Corcoran, '24
S. Adler, '23
L. Piccoli, '25
N. Schaffer, '23
J. Shatanoff, '23
A. D'Albora, '24

Delegates to Connecticut Pharmaceutical Association

S. Maggin, '25
G. Blank, '22
A. Litvin, '21

Delegates to New Jersey Pharmaceutical Association

L. Santangelo, '25
J. Lyons, '25

Members of the Alumni Association are requested to notify the Secretary of any change of address, in order that we may keep our files corrected to the minute.

List of Students, Session 1928-1929

Ph.G. COURSE

FIRST YEAR, 1928-1929

Abramowitz, A.
Adler, D.
Adler, M.
Albert, N.
Aurigemma, M. L.
Babushkin, M.
Bachrach, L.
Badia, L.
Bavero, P. S.
Becker, S. A.
Berg, S.
Berkowitz, J.
Birnbaum, H. H.
Blum, A. A.
Blumberg, M.
Breslow, P.
Bridbord, H.
Bruckenstein, L.
Brussell, A. I.
Buonincoutro, A. F.
Cantor, J. A.
Cappelli, P. W.
Celsa, F. R.
Cherkis, P. B.
Christopher, E. P.
Clarke, M.
Cohen, M.
Cooper, S. L.
DeBenedetto, D.
De la Rosa, F. R.
Diamond, A.
Diamond, H. A.
DiBarba, A.
Dicicco, J. J.
Dinerman, C.
Dinoia, J. A.
Doherty, J. W.
Drell, I. D.
Drucker, M.
Dubinbaum, A. F.
Edelson, A. W.
Eberhardt, F.
Eiger, S.
Ellison, J.
Engelsberg, L.
Feinberg, D.
Fierowitz, B.
Filomeno, V.
Finkelstein, H. B.
Fisbbach, J.
Fried, N.
Friedman, S.
Friedman, S. D.
Gambino, J.
Gasparrini, J.
Geber, I. J.
Geel, W. J.
Gelber, I.
Gelbtuch, A.
Geness, Wm.
Gershowitz, T. G.
Ginsberg, R. R.
Glassberg, B.
Glassman, B. H.
Gloger, S. J.
Gluckson, S.
Goldberg, G.
Goldberg, M.
Goldman, H. A.
Goldman, M.
Goldstein, B.
Goldstein, E.
Goldstein, L.
Goldstein, Wm.
Gordon, S. M.
Gordon, S. R.
Grandisky, M.
Grauer, M.
Greene, G.
Greenhouse, I.
Greenspan, L.
Griss, L.
Haberman, I.
Hagler, R.
Halpern, E.
Halpern, T.
Helfman, L.
Hendler, L. C.
Horenstein, P.
Horowitz, M. S.
Imber, J.
Incandela, A. J.
Jacobson, I.
Janus, J.
Johnes, H.
Joskowitz, H.
Kahan, D. J.
Kaplen, C.
Karlin, M.
Katz, H.
Kirshon, L.
Klein, H.
Knott, J. C.
Korowitz, L.
Krause, J.
Kreitman, S.
Kupferberg, J.
Langsam, P.
Lebovitz, D. C.
Lefkowitz, I. A.
Lehrer, A.
Leifert, H.
Leinoff, M.
Leonard, F. G.
Lepore, J. P.
Levine, I.
Levitt, A.
Levitt, W.
Linder, G. J.
Lisanti, A. A.
Lubowsky, L.
Lustig, M.
Mangiaracina, A.
Marcus, A.
Margulies, S.
Markowitz, B.
Matera, E.
Mertz, H.
Mier, M.
Minicucci, D. M.
Myman, L.
Nadler, B.
Narotzky, N.
Nemensky, E. A.
Neustadt, S. D.
Newman, I.
Newman, M.
Nowak, M.
Onorato, R. M.
Orlove, M.
Ornitz, I.
Pachter, E.
Palermo, S. J.
Paulucci, L. A.
Pentel, W.
Perl, O.
Pester, M.

Petersel, L.
Pflaum, S. J.
Pirrotta, A. P.
Pisani, A.
Pisari, L. A.
Plavin, B.
Pollock, J.
Pomerantz, S.
Pompilio, C. L.
Puchkoff, D.
Rabinowitz, B.
Rachy, J. L.
Rappaport, A. O.
Reardon, J. G.
Rebori, D. V.
Rechtweg, I. J.
Redalieu, W.
Reich, J. B.
Reinstein, J.
Reiter, B.
Reiter, M.
Rephen, J.
Rifkin, J.
Roch, H. S.
Rosenberg, D.
Rosenberg, N.
Rosenfeld, Y. P.
Rosenthal, S.
Rosenzweig, R.
Rothman, A.
Rotondi, A. R.
Rubin, A.
Rund, M.
Ruzzi, F. J.
Salan, J.
Salanitre, A.
Salzman, L. D.
Sanders, S.
Sasso, L. J.
Schaefer, M. M.
Schiff, D.
Schlein, H. G.
Schwartz, A.
Schwartz, L.
Schwartz, S.
Seiden, J.
Seinfeld, D.
Serra, C.
Shapiro, S.
Shaw, J.
Shiner, I.
Shurgin, M.
Siegel, H. A.
Siegel, M.
Siff, A.
Silverstein, Carl
Silverstein, Chas.
Simpson, J. J.
Singer, M. H.
Siskind, S.
Slavin, I.
Spitzer, S.
Steinberg, H.
Steinberg, H. D.
Stern, B.
Sterling, L.
Stoney, F. E.
Teracino, C. C.
Touriel, E.
Trincher, I. H.
Tuzio, V. J.
Tzudiker, M.
Walden, G.
Weinstein, I. J.
Werfel, S.
Wesler, L.
Winkler, A.
Yaccarino, J. J.
Zaltzman, J. G.
Zaretsky, M.
Zashkoff, S.
Zelenko, I. L.
Zembrowsky, Max
Ziff, S.
Zimberg, B.
Zomback, H. B.
Zweig, H.
Zykorie, S.

Ph.G. COURSE

SECOND YEAR, 1928-1929

Abramowitz, J.
Abramowitz, M.
Aiello, T. F.
Alduino, L. J.
Alexander, R. R.
Alperstein, A.
Alpert, M.
Altman, M.
Alvino, A.
Arena, S. V.
Ashkenazy, A.
Badlansky, S.
Ballot, M.
Barr, Marcus
Barron, B. J.
Becker, A.
Bender, D.
Berger, H.
Berlin, N.
Bialer, P.
Birnbaum, G.
Bloch, Isidore
Bosco, T.
Calitri, M. A.
Cass, H. W.
Castelli, S. P.
Cheron, R.
Ciccone, A. B.
Cohen, B. E.
Cohen, H. D.
Cohen, T.
Cornet, I.
Cottone, S. S.
D'Angiolillo, M.
Dassori, E. L.
DeMask, C. J.
DeRose, J.
Dershowitz, M.
Deutsch, A.
Diamant, M.
Dressler, B. G.
Drubin, J.
Edelson, W. E.
Egelman, W.
Ertman, H.
Ettinger, M.
Farbstein, H.
Feldman, A.
Ferrara, T. D.
Fertman, S. O.
Fisch, N.
Fischer, L.
Frank, H.
Friedman, H.
Fromowitch, S.
Galli, Carlo M.
Ganim, M. J.
Gannon, J. B.
Gashel, M.
Gaudy, W. T.
Gershwier, H.
Gervasi, M.
Giaramita, P. F.
Giocolano, R. G.
Glaser, I.
Goldberg, I.
Goldberg, N.
Goldfine, H.
Goldmacher, L.
Goldstein, D.
Goldstein, Morris
Goldstein, Mortimer
Goodfriend, L.
Greenberg, S.
Grotsky, J. G.
Guy, R.
Hechtman, S. J.
Heyman, M.
Hoff, B. S.
Hoffman, M.
Hurban, W. S.
Indelicato, V.
Izikoff, Harry
Izikoff, Henry

Jarmulowsky, I.
Jarolem, I.
Joffe, F.
Katz, Benjamin
Kaufman, M.
Kesend, A. H.
Klein, H.
Klugerman, R.
Koenig, I. H.
Kramer, H.
Krever, J.
Landes, M.
Laneri, P. A.
Lapidus, B.
Lazar, A. E.
Leff, D.
Lenehner, A. A.
Levine, S.
Levitt, L.
Libretti, M. J.
Liebman, A.
Lipkin, J.
Lipschitz, R.
Li Puma, T.
Localio, E. A.
Loeb, S. D.
Lofrumento, D.
Lombardi, J. D.
Loss, Nathan
Malkin, R.
Mecca, Wm. A.
Meichenbaum, M.
Michaels, M.
Miller, M. W.
Mollov, B.
Myaskofsky, H.
Nachby, R.
Nathanson, A.
Nemerofsky, L.
Newman, A.
Nicolino, F. J.
Pavone, J.
Pepper, S.
Peroni, D.
Pittaro, V. A.
Porri, L.
Portnoy, S.
Priviti, J. D.
Rabbitt, S. J.
Racenstein, S.
Radoff, Wm.
Ratner, J. J.
Rimondi, J.
Romano, E. A.
Roseman, B.
Rosenthal, M.
Rothkopf, J. G.
Rothstein, J.
Rothstein, S. L.
Rudman, H.
Ryan, J. I.
Savone, S. J.
Schaffer, M.
Schluger, H.
Schnuer, H.
Schoenfeld, E.
Schwartz, J.
Schwartz, M. L.
Schwartz, M. M.
Sciales, B.
Seidman, J.
Selmonowitz, L.
Seltzer, M.
Serels, A.
Shaffer, D.
Shapiro, T.
Sharnoff, M.
Shinderman, M.
Silverstein, D. H.
Sipkin, S.
Slayton, A. D.
Sokolow, Wm.
Spector, W.
Spero, F. M.
Star, I.
Stillerman, M. M.
Suslak, C.
Sutin, M.
Tedeseo, S.
Totaro, F. R.
Trueillo, A. M.
Udoff, L.
Verber, I.
Viapiana, L. A.
Vinci, P. R.
Volpe, F. J.
Wasserman, L.
Wollkind, R.
Wright, A. T.
Zimmerman, D.

Ph.C. COURSE

FIRST YEAR, 1928-1929

Briggin, George
Forlizzo, Dominick Joseph
Fuchs, Morris Joseph
Grecco, Michael Albert
Kleinsinger, Harold
Recoshinsky, Irving
Spitzer, Lawrence Lippmann

Ph.C. COURSE

SECOND YEAR, 1928-1929

Appel, Meyer
Brodkin, I.
Cohen, Abraham David
Dorf, Irving
Katz, Herbert
Kressin, Ellis W.
Lacerre, Gerald Michael
Newman, George
Palisi, John Joseph
Press, Rubin
Selenko, Jacob
Spinosa, John

Ph.C. COURSE

THIRD YEAR, 1928-1929

Chieregatti, Harry J.
DeFelice, William U.
DeNatale, Albert
DiPerna, Joseph Charles
Genetelli, Albert J.
Genovese, Nicholas
Musetto, Vincent Albert
Norton, William H.
Reife, Milton
Rockowitz, Louis
Rodriguez, Eduardo
Tususian, Nishan
Walitzky, M.

B.S. IN PHAR. COURSE

1928-1929

Corcoran, John Joseph
Dandreau, John L.
Dunner, Barnett
Garbus, Meyer
Kaufman, Jacob Philip
Lordi, Peter Francis
Monti-Bovi, Anthony J.
Piccoli, Leonard J.
Schain, Philip
Shainmark, Abe
Silver, Harry
Teff, David

Graduates, 1928

DEGREES CONFERRED

June 11, 1928

The Degree of "Pharmaceutical Chemist" was conferred on

Sanford Borgman
Ernest DeChristoforo
Barnett Dunner
Meyer Garbus
Jacob Philip Kaufman
Peter Francis Lordi
Anthony J. Monti-Bovi
Philip Schain
Abe Shainmark
Harry Silver
Nathan Jack Spinner
David Teff

The Degree of "Graduate in Pharmacy" was conferred on

Max Abramowitz
Paul Abramowitz
Robert Ackerman
Emil Robert Anastasio
Samuel Appel
Abraham Aronowitz
Francis J. Assa
Thomas Joseph Aveni
Paul Joseph Bacchi
Samuel Bakal
Alexander L. Ballot
Samson, Bandler
Samuel Grispino Barbara
Milton Harold Bartner
Joseph Anthony Belladonna
Matthew Charles Benincasa
Emil Benowitz
Frederick Charles Bepler
(Cum laude)
Dominick John Bergamo
Maximillian Joseph Berger
Morris Bergman
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Bronx County Pharmaceutical Association Prize, awarded to
JOSEPH FREEMAN

Alumni Medal, awarded to
FREDERICK BEPLER

Chemistry Medal, awarded to
DAVID WATT

New York Pharmaceutical Association Prize, awarded to
JACK LISS

Westchester Pharmaceutical Association Prize, awarded to
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PART V

CATALOGUE

TEACHERS' COLLEGE AND GRADUATE SCHOOL

SCHOOL OF BUSINESS ADMINISTRATION

SCHOOL OF SOCIOLOGY AND SOCIAL SERVICE

FORDHAM UNIVERSITY

ANNOUNCEMENT OF COURSES

Graduate School

St. John's College
(Manhattan Division)

Teachers' College

School of Business Administration

School of Sociology and Social Service

School of Irish Studies

1929-1930

THE FORDHAM UNIVERSITY PRESS
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FALL 1929

TABLE OF CONTENTS

INTRODUCTION PAGE

Calendar 2
Faculty 5
History of the University 12
Registration and Fees 13

GRADUATE SCHOOL

Admission and Registration 15
Requirements for Graduate Degrees 16
The Dissertation 18

ST. JOHN'S COLLEGE, MANHATTAN DIVISION

Requirements for Admission 19
Classification of Students 21
Sessions and Fees 22
Professional Option 24

TEACHERS' COLLEGE

Entrance Requirements 25
Requirements for B.S. in Education 26

SCHOOL OF SOCIOLOGY AND SOCIAL SERVICE

General Statement 27
Degrees 27

SCHOOL OF BUSINESS ADMINISTRATION

Requirements for Admission 29
Degrees and Certificates 30

SCHOOL OF IRISH STUDIES

Classification of Students 33
Degrees 33

COURSES OF INSTRUCTION

General Directions 36
List of Courses (by Departments) 37

Jan. 27.....Term holiday, St. John's College, Manhattan Division.
Second semester classes begin for School of Sociology and Social Service.

Jan. 27–28....Registration for second semester classes, Teachers' College and Graduate School. No classes.

Jan. 28.....Second semester classes begin for St. John's College, Manhattan Division.

Jan. 29.....Second semester classes begin for Teachers' College and Graduate School.

Feb. 3.....First semester classes begin for afternoon session, St. John's College, Manhattan Division.

Feb. 22.....Washington's Birthday. No classes.

Mar. 3.....Last day for filing dissertations for June graduation.

Apr. 17–27....Easter recess. No classes.

Apr. 23.....Classes resumed, School of Business Administration.

Apr. 28.....Classes resumed, Teachers' College, Graduate School, St. John's College, Manhattan Division, and School of Sociology and Social Service.

May 17–24....Examinations for Teachers' College and Graduate School.

May 26.....Examinations begin for School of Sociology and Social Service, and School of Business Administration.

May 21–28....Examinations for afternoon session, St. John's College, Manhattan Division.

May 28–June 6.Examinations for morning and evening sessions, St. John's College, Manhattan Division.

May 29.....Ascension Day. No classes.

May 30.....Memorial Day. No classes.

June 1.....Last day for filing dissertations for October graduation.

June 2.....Second semester classes begin for afternoon session, St. John's College, Manhattan Division.

June 11.....Commencement.

June 30.....Registration for Summer Session at Fordham University, Bronx.

July 4.....Independence Day. No classes.

July 7.....Classes begin for Summer Session.

July 9.....Last day for registration, Summer Session. Late registration fee, $5.00.

Aug. 12–13....Final examinations for Summer Session.

Sept. 12–19....Examinations for afternoon session, St. John's College, Manhattan Division.

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HISTORY OF THE UNIVERSITY

St. John's College, New York City, the beginning of the present Fordham University, was founded by Archbishop Hughes upon the old Rose Hill Farm at Fordham, and formally opened on St. John the Baptist's Day, June 24, 1841. On April 10, 1846, an act of incorporation was passed by the New York Legislature, granting the College the power to "confer such literary honors, degrees or diplomas as are usually granted by any university, college or seminary of learning in the United States."

For the first five years of its existence the College was conducted by the diocesan clergy of New York, but in June, 1846, the property was purchased by the Fathers of the Society of Jesus. Since then the institution has been under the direction of the Jesuits.

On June 21, 1904, with the consent of the Regents of the University of the State of New York, the Board of Trustees authorized the opening of the Schools of Law and Medicine. The first classes in both of these departments were begun in the fall of 1905.

On March 7, 1907, the charter was amended, and the name of the institution changed to Fordham University, ... "giving to its Medical department the name of Fordham University, School of Medicine; to its Law department the name of Fordham University, School of Law; and to its Collegiate department the name of Fordham University, St. John's College."

In 1911 the College of Pharmacy was opened, and in 1916 the Graduate School, Teachers' College and the School of Social Service. The first Summer Session of the Graduate School and Teachers' College was in 1920. The latest department of the University is the School of Business Administration, opened in 1921.

The offices of St. John's College (Bronx Division), of the College of Pharmacy, of the Bronx Division of the Law School, and of the Summer School, are at Fordham Road and Third Avenue, Bronx, New York City; the address of the Graduate School, the Teachers' College, St. John's College (Manhattan Division), and the School of Business Administration is 750 Woolworth Building, 233 Broadway, New York City; that of the School of Law, Manhattan Division, is 2851 Woolworth Building; and of the School of Social Service, 811 Woolworth Building.

SYSTEM OF EDUCATION

The educational system of Fordham University is substantially that of all other educational institutions of the Society of Jesus. Those who are desirous of making either a scientific or historical study of that system, have abundant sources of information in the following works: *Monumenta Germaniæ Pedagogica,* Vols. II, V, IX, XVI; *Un Collège de Jésuites,* par C. De Rochemonteix, S.J. For a shorter commentary on the Ratio Studiorum, the reader is referred to *Jesuit Education* by Robert Swickerath, S.J.

GENERAL STATEMENT

The following catalogue contains information with regard to the divisions of Fordham University known as: The Graduate School, St. John's College, Manhattan Division; the School of Business Administration; the Teachers' College; the School of Sociology and Social Service, and the School of Irish Studies. These schools and colleges combine to make the Manhattan Division of Fordham University.

COURSES

Courses are available in Apologetics; Art and Design; Accounting, Bookkeeping, Stenography, Typewriting and other Commercial subjects; Economics, Education, English Language, Literature; Comparative Literature; French, German, Greek, History, Irish, Italian, Latin, Mathematics, Philosophy, Political Philosophy; Sociology; Spanish; and in Biology, Chemistry, Physics and General Science.

Courses are 30 semester hours in length; satisfactory completion of any 30-hour course allows a two point credit.

LOCATION

Classes for the most part are held in the Woolworth Building, designated in the catalogue, before room numbers, as "W". Some few courses are conducted in the Bronx Division buildings, academic and biology courses being held in the Biology Hall and chemistry and physics classes in the Science Hall. Both buildings are situated on Fordham Road, East of Third Avenue. Courses held uptown are designated by the letter "F". Those at Textile High School (60 W. 13th Street, Manhattan) by the letter "T".

REGISTRATION

General registration for all courses may be completed at the downtown offices of the University, 750 Woolworth Building, 233 Broadway, New York City. Registration for courses offered in the Bronx also may be made at the Treasurer's Office, Administration Building, Bronx. Students may register for courses offered in the various centers at the center headquarters.

Registration should be completed within the days assigned.

Students who register late must forward their registration cards, plus the late registration fee, to the Treasurer, Fordham University, Bronx. Checks should be payable to Fordham University.

FEES AND EXPENSES

Rules of the University prescribe that the registration, tuition and laboratory fees are payable at the time of registration in September, in February, and at the beginning of Summer School strictly in advance.

All fees due the University on the date of the student's registration must be paid on that date.

All fees are subject to change at the discretion of the Trustees of the University.

No fee paid or any portion thereof is returnable upon a student's withdrawal from the School. Where illness, physical disability or any extraordinary circumstances require a student to leave, he may file with the School a written statement of the causes of such withdrawal. Thereupon the School will take under consideration the equities of the case; but in no event will any fee paid upon initial registration be returned.

The fees:

1. Registration fee (payable at each registration)*	$3.00
2. (a) Tuition, per 30-hour (*i.e.*, 2 point) course	15.00
(b) Special fees for certain Science courses are stated under each particular department.	
(c) Examination fees (Graduate School):	
Master's	10.00
Doctor's	20.00
(d) Diploma fee:	
Bachelor's	15.00
Master's	15.00
Doctor's	25.00
(e) Fee (required) for binding two copies of dissertation	3.00
3. Full-time Students, St. John's College, Manhattan Division, tuition per year (including Student Activities fee)	215.00
4. Tuition, School of Business Administration (2 subjects), each semester	50.00

*Graduate students, working *in absentia* on their Dissertation, must be registered.

GRADUATE SCHOOL

Rev. William J. Duane, S.J., Ph.D. . . . . *President*
Rev. Miles J. O'Mailia, S.J. . . . . *Dean*
John J. O'Connor, M.A. . . . . *General Registrar*
Adrienne M. Michaud . *Secretary to the Dean for Graduate Work*

INTRODUCTION AND PURPOSE

In the Graduate School, students who have received the Bachelor's degree from any recognized college, seminary or scientific school may follow advanced courses of study leading to the Mastership in Arts or Science (M.A., M.S.) and the Doctorate in Philosophy, or Science (Ph.D. and D.Sc.).

The lectures in the various branches of philosophy, history, literature and science should appeal especially to young priests, lawyers, doctors, journalists and educators who find time to pursue higher studies along the lines of their previous college work. The courses in the Department of Education are intended for those desirous of obtaining credits for licenses or promotion and also for graduates specializing in pedagogy.

ADMISSION AND REGISTRATION

Students seeking admission to the Graduate School should present from the institution at which their undergraduate work was completed a recommendation which will allow the Committee on Admissions to consider the applicant as capable of pursuing higher studies with profit to himself and with honor to the University. In lieu of this recommendation an average of 75% in all studies is a necessary requisite of admission.

Every student upon entrance into the Graduate School, and again at the beginning of each scholastic year thereafter, is required to register at the office of the Registrar.

Admission to the Graduate School does not necessarily imply candidacy for a degree, but does imply that the student possesses the ability to pursue with profit the work he undertakes.

Those who are candidates for graduate degrees should have forwarded to the Registrar from the institution at which they completed their undergraduate work, a transcript of their Bachelor's record, and, if they are candidates for the degree of Ph.D., a transcript of the work done for the M.A. (if conferred by an institution other than Fordham University). All applications for advanced credits done at other institutions must be accompanied by official transcripts of the work completed. All records and credentials become the property of the University.

DATES FOR CONFERRING DEGREES

Graduate degrees are conferred in June and in October. In June, degrees will be conferred on students who have made application for the degree not later than the preceding October, and who have completed the requirements not later than the last day of the final term

examination. In October, degrees will be conferred on students who have completed the requirements of residence and curriculum not later than the last day set for examinations during the Summer Session.

GENERAL REQUIREMENTS FOR ALL GRADUATE DEGREES

NOTE: All recommendations for the higher degrees must originate with the members of the Faculty under whose special supervision the candidate has been pursuing his work. The requirements hereinafter specified must therefore be regarded as minimum requirements only, the right remaining with the Departmental Committee and the Dean to refuse a student his degree.

No mere number of courses can make a student a formal candidate for a graduate degree. The number of courses to be completed by the student is determined by the preparation needed by the particular student for the degree in question. Students must convince their Major professor that by previous training and by real ability they are fit to pursue graduate work. Only after a formal and written pronouncement that all requirements, except the dissertation, have been successfully completed, together with an equally formal recommendation by the Faculty Committee of his Department, will the student be admitted to the rank of formal candidate for a degree.

1. The applicant for any higher degrees must be a duly registered and matriculated student of this University.

2. He must hold a Bachelor's degree from an approved college, seminary or scientific school.

3. All candidates are required to complete *at least one year's residence work* previous to the final examination for any degree at this University. To be regarded as in residence, a student must be in regular attendance on the exercises in some approved course of instruction.

4. No work *in absentia* will be accepted for any degree in the Graduate School, with the exception of work on the Dissertation for the Doctorate.

5. The curriculum of studies which a candidate offers in fulfillment of the requirements for any degree must be satisfactorily completed within a period of six years from the date when he first began the curriculum of any course of study contained therein.

6. On or before October 15, of the year in which he takes up graduate work in this University, the candidate must apply for the degree to the President of the University through the Dean of the Graduate School. If accepted, the Dean will then place him under the immediate direction of his Major professor.

7. The field and subject-matter of the candidate's major and minor courses, having been approved by the Dean, shall remain unchanged throughout the entire time spent by the candidate in fulfilling the requirements for his degree, except with written approval of the Dean.

8. Students should make certain to consult their Major professor before the opening of the school year or at least within the first three weeks of the term, at which time they should be prepared to file infor-

mation regarding schools attended in the past, the title and scope of courses completed, a full record of teaching experience, etc.

9. On or before December 1, candidates for graduate degrees in June or October of the following year must submit five typewritten copies of an outline of their work on the dissertation, together with a bibliography. This outline should indicate the course the student is taking towards the completion of this requirement for the degree. The outline must be approved by the student's Major professor and two other members of the Graduate Faculty before he may be allowed to work further upon it.

10. The completed dissertation should be in the hands of the Major professor before March 1 of the year in which candidate is applying for a degree, and must be submitted to the Dean before May 1 of that year, signed and approved by the Major professor. Students applying for a degree in October should submit their dissertation to their mentors before June 1 and to the Dean, completed and approved, by July 15.

11. Candidates for graduate degrees in June or October should apply in person to the Registrar before November 1 of the year preceding that in which the degree is expected.

12. Special requirements for the various graduate departments are listed in connection with the courses of instruction in each department.

THE MASTER'S DEGREE

1. After registration for candidacy for a Master's degree, the student must spend at least one year in residence at the University, pursuing the curriculum drawn up by the candidate's Major professor, and approved by the Dean at the time of the candidate's entrance.

2. Candidates for the degree of Master must from the outset give evidence, either written or oral, of their ability to read and translate literature, especially that bearing on their Major work, in French or German. Some Departments may accept a substitute.

3. Candidates are required to complete successfully at least 30 semester hours of work arranged with the advice of their Major professor.

Written examinations in the different courses will be required of each candidate.

Amongst the courses offered and required, there must be at least one 30-hour seminar in the field associated with their Major work. Oral or written examinations, general and on special fields, are demanded towards the close of the year.

THE DOCTOR'S DEGREE

1. The degree of Doctor of Philosophy or Doctor of Science is conferred upon a student who successfully completes not less than three years of graduate work.

2. It is impossible to state quantitatively, in terms of points or courses, the study required for the Doctor's degree. The minimum requirement of two full years of graduate work (60 points) in various courses, may be accepted as a general rule. This does not mean,

however, that a Department may not demand more than 60 points from some students, or that some Departments may not demand more than 60 points from all its students.

3. Candidates in possession of the degree of Master are expected to complete at least 30 semester hours arranged with the advice of their Major professor.

4. Candidates must from the outset give evidence, either written or oral, of their ability to read and translate two foreign languages, preferably French and German.

5. After two full years of work of not less than 60 credit hours, subsequent to a Bachelor's degree, a student is required to pass preliminary examinations, written, oral, or both, on the whole field of his major and minor subjects. Preliminary examinations will be conducted so as to prove graduate ability to organize general knowledge rather than mere possession of information. Thereupon, but only with the formal recommendation of the Faculty of his Major department, he will be accepted as a candidate for the Doctor's degree. Only after such recommendation should the student begin the actual composition of his dissertation.

6. A final examination on the dissertation and the general field will be required of each candidate. This examination is oral and should not exceed two hours in length.

THE DISSERTATION

1. Dissertations for both the Master's and the Doctor's degrees must be typewritten on standard-size paper of durable quality. The uniform size of this paper is 8½ inches by 11 inches. A left-hand margin of at least 1½ inches should be allowed to facilitate binding.

2. Two copies of each dissertation should be filed at the office. These copies are placed in the University library for the benefit of future students. Dissertations become the property of the University and cannot be reprinted without the explicit consent of the University.

3. Dissertations should not be bound. A special fee is required of each student for binding in the standard book form necessary for library use.

4. The title page must bear the words: "Submitted in partial fulfillment of the requirements for the Degree of ....., in the Faculty of ....., Fordham University"; the full title of the dissertation; the year and place of the imprint and, if a reprint, title, volume and pagination of the publication from which it is being reprinted.

There shall be printed and appended to each dissertation, in the form of a *vita*, the author's name, a statement of his birthplace, of the educational institutions he has attended, a list of the degrees and honors conferred upon him, and the titles of his previous publications.

5. It is required the dissertations give evidence that the writer is capable of opening a new field of investigation or comment. Mere compilation of facts derived from recognized authorities will not suffice. The data must be applied to a definite thesis in an original manner and developed to such length as may seem proper to the major professor, for no definite quantity of work entitles any candidate to a higher degree.

ST. JOHN'S COLLEGE
MANHATTAN DIVISION

Rev. William J. Duane, S.J., Ph.D. . . . . *President*
Rev. Miles J. O'Mailia, S.J. . . . . *Dean*
John J. O'Connor, M.A. . *Assistant Dean and General Registrar*
Pierre Marique, Jr., B.A. . . . . *Assistant Registrar*

GENERAL STATEMENT

The course of studies in St. John's College, Manhattan Division, is designed to allow students to complete the work necessary for the undergraduate degrees granted by the Manhattan Division of Fordham University, *viz.:* Bachelor of Science, in the social sciences, Bachelor of Science in Education, or Bachelor of Science in Business Administration.

The two latter degrees are obtained in co-operation with the two other undergraduate departments of the Manhattan Division: Teachers' College and the School of Business Administration.

REQUIREMENTS FOR B.S. DEGREE

Subject	Hours
Philosophy	32
Science	12
English	12
Public Speaking	4
History	8
Foreign Language	8
Electives	54
	130

GENERAL MATRICULATION* REQUIREMENTS

Candidates for admission to the Freshman class, or for admission with advanced standing to the upper classes, must present evidence of their graduation with diploma from a four-year course in a secondary school accredited by the Regents of the University of the State of New York. Candidates must be able to obtain certifications of good moral character and of honorable dismissal from the school they last attended, as well as a certification by the principal of their high school that they are qualified for higher studies. It is expected that such certification will not be given to those who received a grade less than 75% in their last year of high school.

The record of high school work must represent at least 15 units distributed over the usual period of years in a recognized secondary school.

* Matriculation: A matriculated student is one who having met the entrance requirements is admitted by the Faculty Committee to pursue studies leading towards a degree.

The credits offered for admission into the regular Freshman class must include the following subjects:

Subject	Hours
English	3
Algebra	1
Plane Geometry	1
Foreign Language	2
History (American)	1
Science	1

The three units in English represent the work usually completed in the prescribed four-year course of an approved secondary school.

The two units in mathematics are the minimum requirement. It is recommended that these be supplemented by an extra year or at least a half year of algebra and by an extra year or at least a half year of trigonometry.

The two units in foreign language are also the minimum requirement. It is recommended that the applicant should be able to present evidence of having completed at least three years of one foreign language and at least two years of a second. It is further recommended that for prospective law students one of the above languages be Latin. The languages presented for matriculation must be chosen from a group including French, German, Italian, Latin or Spanish.

The unit of history must be in American History. This should be supplemented by courses in civics and economics. Credits presented in this department must represent at least one full year of work. It is recommended that applicants have at least two full years of credit in history to present for matriculation.

The unit of science may be chosen from the following group: physics, biology, zoology, chemistry and general science. Credit for one-half year of physiography and physiology may be taken together to complete the science requirement.

It is required that the applicant present an additional six units of credit for matriculation above and beyond the nine units indicated in the above schedule. Furthermore, it is expected that the applicant will model the credits which he is to present in satisfaction of the matriculation requirements according to the recommendations which are stated above concerning standard high school subjects. He may, however, in some cases be allowed to present elective units from other standard high school subjects.

REGISTRATION AND ADMISSION

All students desiring to obtain admission to the undergraduate department should present themselves at the offices of the University, Room 750, Woolworth Building, and fill out an application for admission. They should then immediately notify the authorities of the schools they have attended that they have made such application.

The applicant's high school record will be sent for by the University and when received will be presented, together with the application, to the Faculty Committee on Admissions for consideration. All communications and inquiries concerning application and registration should be addressed directly to the Registrar.

All candidates for admission whose applications have been accepted by the Faculty Committee will be informed by the Registrar as to details of registration.*

ADMISSION WITH CONDITIONS

Certain applicants presenting certificates of graduation from an approved secondary school, but having an insufficient number of units according to the evaluation of the Faculty Committee on Admissions, will, at the discretion of the committee, be admitted as conditionally-matriculated students.

No student will be conditionally matriculated who presents certificates of less than 14 units of work in an approved secondary school.

Within one year of the date of conditional matriculation such students are required to show certificates of satisfactory completion of all matriculation conditions.

CLASSIFICATION OF STUDENTS

Students are classified according to the following groups:

1. Fully matriculated students.**
2. Conditionally matriculated students.***
3. Special unmatriculated students.****
4. Special students.*****

ADMISSION TO ADVANCED STANDING

Students who, at the beginning of any session, are within twelve points of fulfilling the requirements for the Bachelor's degree will be permitted to pursue courses, called graduate and undergraduate, not, however, in excess of four points, with a view to offering them in partial fulfillment of the requirement for residence towards a second degree; if within eight points, courses not in excess of eight points; if within four points, not in excess of twelve. Should such a student afterwards desire to matriculate for the degree of Master of Arts or Master of Science, the graduate courses previously taken by him under this provision will be accepted in partial fulfillment of the residence requirements for the Master's degree, provided the requirements for this degree are completed within a period of five years.

ADMISSION WITH ADVANCED CREDIT

A candidate for admission with advanced credit from another institution of collegiate rank must present an official transcript of his record showing his entrance credits at that institution and containing a descriptive title of each course taken therein.

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* See Hours and Sessions.

** See General Matriculation Requirements.

*** See Admission with Conditions.

**** This group includes students who are over 21 years of age and are permitted by the Faculty Committee on Admissions to complete the work necessary for them to meet the matriculation requirements, by following a schedule of courses prescribed for them in the Manhattan Division of the University.

***** This group includes students who for reasons approved by the Faculty Committee on Admissions are admitted to a part or the whole of the curriculum of the College. If such students take such courses for credit, they must satisfy the matriculation requirements.

HOURS OF SESSIONS

The college has three regular sessions, two of which, one in the day and one in the evening, begin in September and end in June. The hours of these two sessions are as follows:

Day: 9.15 A. M. to 1 P. M.

(The above is not inclusive of hours of specialization in Junior and Senior years.)

Evening: 6.00 P. M. to 9.35 P. M.

The third of the three sessions mentioned above begins in the early part of February and ends in September and is a day session. Students successfully completing this course are permitted to enter Sophomore in September of the year in which they have completed Freshman. The hours of this session are announced to applicants as they apply.

Admission to the day or evening session is according to the choice of the student. Should a student's application for the day session be rejected, he may apply for admission to the evening session. Should the second application be allowed, he may, after a year of work, apply for admission to the Sophomore day class, provided he has obtained a grade of 80% and provided a vacancy occurs.

FEES

A.*	1. Tuition, Full-time Students (Day and Evening)	$200.00
	2. Matriculation Fee	5.00
	3. University Fee	5.00
	4. Student Activities Fee	5.00
	TOTAL	$215.00
B.**	1. Tuition, Full-time Students (Day and Evening)	$240.00
	2. Student Activities Fee	5.00
	3. Matriculation Fee	5.00
	4. University Fee	5.00
C.	Special Students registering, per point	7.50
	Registration Fee (each semester)	3.00

All fees due the University on the date of the student's registration must be paid on that date.

DEGREES

Freshman students in St. John's College, Manhattan Division, may be registered for one of three degrees, as follows:

1. The Bachelor of Science in Education.*** Students registered for this degree are required to complete the Freshman and Sophomore years of work in St. John's College to satisfy academic requirements. The professional training as prescribed by the Teachers' College curriculum is completed by transferring to that department at the beginning of the Junior year. It is to be noted here that the University recommends that students, such as are described above, should obtain

* These fees apply to all Freshman students registering before September, 1930.

** These fees apply to all Freshman students registering in September, 1930, and thereafter.

*** See page 25.

employment, at the end of their Sophomore year, as substitute teachers in an elementary school and should retain such employment until the completion of the professional training period.

2. The Bachelor of Science in Business Administration.* Students registered for this degree follow substantially the same arrangements as that prescribed for teachers in training, with the difference that their transfer at the end of the Sophomore year is made into the School of Business Administration and that recommendation in their case is made that they seek and retain employment in a responsible business house for the duration of their professional training, *i.e.,* during their Junior and Senior years.

3. The Bachelor of Science, in the social sciences. Students registered for this degree must complete a four-year day course or an evening course of at least six years in which stress is laid, not upon the physical sciences as in the case of the Bachelor of Pure Science Degree, but upon one of the social sciences, *viz.:* History, Economics, Government, Philosophy, Sociology, Social Service, etc.

RULES GOVERNING SELECTION OF COURSE

All students registering in St. John's College, Manhattan Division, shall follow the same course of studies in their Freshman and Sophomore years whether they are matriculated for the degree of Bachelor of Science in Education or the Bachelor of Science in Business Administration or the Bachelor of Science in the social sciences.

It is provided, however, by the rules of the University that all students shall have definitely indicated by March 1 of their Sophomore year which of the three courses they intend to pursue and in the event that they wish to pursue the course leading to a degree of Bachelor of Science, in the social sciences, what they desire to elect as their field of specialization.

Such selection of courses is subject to the advice of the Faculty Advisor and to the final approval of the Dean of the College.

RULES GOVERNING SCHOLARSHIP, ATTENDANCE, WITHDRAWAL, AND HONORABLE DISMISSAL

At the end of each scholastic year, the complete records of all students are examined in detail by the Faculty Committee on Records and according to their recommendations the student is notified that he is advised *to withdraw or to repeat the year* or advised that *he has been placed on probation* or advised that *he has been placed on probation and recommended to transfer for further studies to the evening session of the College.* Probationed students will be informed of the terms of their probation and the conditions of the removal of such probation.

No student will be recommended to professional studies unless he has attained a grade of 75% or more in each of his studies.

Students who have been placed on probation will be asked to withdraw if during the time of probation their work has not been found satisfactory.

* See page 29.

Other rules concerning scholarship are announced by the Registrar of the University at the proper time and place.

No student is allowed to be absent from classes in any subject in excess of 10% of the class days in that subject, otherwise he will not be given credit for the course.

All students should notify the Registrar's office, immediately and in writing, of any change of address.

All students should notify the Registrar's office, immediately and in writing, of any intention to withdraw.*

Honorable dismissal may be granted to any student who is in good standing in all departments of the University at the time of his leaving.

EXERCISE OF PROFESSIONAL OPTION

After three complete years of work leading to an academic degree the student may, but only with the formal consent of the Committee on Recommendations, choose for his fourth year what is commonly called the professional option, and apply for admission to the Fordham University School of Law. A second condition of the student's exercise of professional option is that he be able to show a statement of acceptance of his application for admission to that Law School.

* See Fees: "No fee paid or any portion of, etc."

TEACHERS' COLLEGE

Rev. William J. Duane, S.J., Ph.D. . . *President*
Rev. Miles J. O'Mailia, S.J. . . . . *Dean*
John J. O'Connor, M.A. . . . . *Registrar*

Faculty Committee: Dr. Dooley, Dr. Hein, Dr. Kennedy, Dr. Marique *(Chairman)*, Dr. Rogalin.

GENERAL STATEMENT

In co-operation with the other schools and departments of the University, the Teachers' College, chartered and approved by the New York State Board of Regents, offers training courses for Supervisor, Principal and Assistant-to-Principal in the city school system, and academic and professional preparation for teachers in colleges, normal schools, high schools, vocational and elementary schools, and librarians. Through the same co-operation, the School of Education also affords opportunity to follow courses leading to academic degrees and certificates. The work of the school is, for the present, distributed into five divisions, subdivided as follows into ten groups:

A—History of Education; B—Philosophy of Education; C—Educational Psychology; D—Educational Measurements; E—Supervision; G—School Administration and Management; H—Methods in Elementary Schools; K—Methods in Secondary Schools; V—Vocational Education, and Educational Research.

GENERAL ENTRANCE REQUIREMENTS

The entrance and matriculation requirements are the same as those stated on pages 19 to 21. Students in Teachers' College, working towards the degree of B.A., must present an additional 3 units in Latin.

CLASSIFICATION OF STUDENTS*

High school students who have successfully completed the regular requirements for college entrance may be admitted. It is not the policy, however, to admit students who are able to attend regular full-time college courses.

Those who have successfully completed a two-year curriculum in an approved normal school or college and have had teaching experience extending over a period of not less than two years, may be admitted as candidates for the degree of Bachelor of Science in any field for which the Committee on Admissions deems them qualified.

Graduate students holding a baccalaureate degree from an approved college may be admitted to Teachers' College as candidates for the Degree of Master of Arts or Master of Science, and subsequently, upon completion of the prescribed requirements, for the Degree of Doctor of Philosophy.

A limited number of persons who do not fulfill the requirements for matriculation may be admitted as special students.

* See also page 21.

FORDHAM UNIVERSITY DOWNTOWN LIBRARY

Candidates for the degree of Bachelor of Science must satisfy the residence requirement of one year by the completion of thirty-two points. This requirement may be met by attendance during one academic year, or any two half-years, or by attendance upon residence courses distributed over a period of part-time study not exceeding five years.

Students, who, at the beginning of any session, are within twelve points of fulfilling the requirements for the Bachelor's degree will be permitted to pursue courses numbered between 100 and 199, not, however, in excess of four points, with a view to offering them in partial fulfillment of the requirement for residence for a second degree; if within eight points, courses not in excess of eight points; if within four points, not in excess of twelve. Should such a student afterwards desire to matriculate for the degree of Master of Arts or Master of Science, the graduate courses previously taken by him under this provision will be accepted in partial fulfillment of the residence requirements for the Master's degree, provided the requirements for this degree are completed within a period of five years.

REQUIREMENTS FOR B.S. IN EDUCATION

GROUP I

	POINTS
Prescribed for all students.	
English	12
History	8
Science	6
Logic	2
General Psychology	4
Ethical Problems	4
History and Principles of Education	6
Educational Psychology	4
Foundations of Method	2
Class-room Management	2
Tests and Measurements	4
Vocational Education	4
Electives	6
Total number of points	64

GROUP II

	POINTS
To include content and method subjects selected from the field of the student's major interest	32

GROUP III

To include content and method subjects selected from fields which are closely allied to Group II	32
Final total	128

In the selection of courses from Group II and Group III the ratio of content to method should be at least two content subjects to one method subject.

The curriculum for the Bachelor's degree in Education must in every case be approved by the student's advisor and the Head of the Department concerned.

SCHOOL OF SOCIOLOGY AND SOCIAL SERVICE

Rev. William J. Duane, S.J., Ph.D. . . *President*
Rev. Matthew L. Fortier, S.J., Ph.D. . . *Dean*
Edward L. Curran, M.A., Ph.L. . . . *Registrar*

GENERAL STATEMENT

The School provides a practical professional training in social and civic work through intensive instruction in the fundamental principles which underlie such work as expressed in and applied to the problems and conditions of social life. With a devoted and well-trained staff, ample class-room facilities, complete reference library and widely-varied field agencies, the School is fully equipped to meet and grow with the ever-increasing needs of community life in the service of which a well-trained person may earn an adequate livelihood. Based upon the findings of correct ethics and psychology, the School possesses the incalculable advantage of Catholic faith and sound philosophy.

DEGREES AND DIPLOMAS

The School of Social Service does not grant either undergraduate or graduate degrees. Diplomas are awarded to those students who satisfactorily complete two full years of work in the school.

To obtain the degrees of B.A. or B.S., students may continue their work in St. John's College, Manhattan Division, or in Teachers' College. In so doing they shall be bound by the requirements of those schools, which have heretofore been explained.

The School of Sociology and Social Service works also in conjunction with the Graduate School of Fordham University, inasmuch as work in the School may be credited towards the Master's or Doctor's degree. Again students are reminded that they are bound by the graduate requirements as stated on pages 15 to 18.

REGISTRATION

Students are required to register at the School office, Room 811, Woolworth Building, New York City, between September 16 and September 27, 1929.

For more detailed information, consult the special bulletin of the School.

HOURS OF CLASS

Subject to change, regular classes will be held from 10 A.M. to 5 P.M. daily; Thursday and Friday will be devoted to field work. Institutes and special lectures may be conducted at hours indicated by the Dean.

CURRICULUM

The training in the School of Social Service occupies either two or four academic years, according to the student's qualifications, each schedule covering the full field of social work. Students who are not able to complete the course for the diploma within the prescribed period, at the discretion of the Dean, may be allowed to make other arrangements.

In all courses the "Case System" of fact and illustration will be followed.

Special students are those taking one or more courses, who are not candidates for the diploma. These students may be admitted as auditors to all first year courses. Under special conditions, they may be admitted to other courses as well.

FIELD WORK

The importance of practical work in the field of Social Service is recognized and insisted upon everywhere to-day. Lectures alone are not sufficient to make the student an efficient social worker, nor will mere observation of the methods of others bring about this result. Actual case-work must be done by the student under careful and expert supervision. Lecture courses will not be point-bearing without the successful completion of the prescribed field work.

Students who are candidates for the diploma are required to give at least two days per week to field work in selected organizations engaged in Social Service. They will hand in weekly records of their work to the Director of Field Work, who will receive periodical reports from the organizations concerned. These reports will be of great value in helping to determine the fitness or unfitness of the individual students for professional work in Social Service. A special form of report has been designed by the School, securing accurate and detailed information concerning the student.

INSTITUTES

Institutes are intensive courses offered in preparation of candidates for civic bureaus where social work is required. College credits are not given for this work.

VISITS OF INSPECTION

Excursions to leading and typical public and private institutions, with the work of which the student should be familiar, will be taken under the guidance of the Faculty, so that the methods and technique followed in these institutions may be closely observed and studied with profit.

SCHOOL OF BUSINESS ADMINISTRATION

Rev. William J. Duane, S.J., Ph.D. . . *President*
Rev. Miles J. O'Mailia, S.J. . . . . *Dean*
John J. O'Connor, M.A. . . . *General Registrar*
E. Vincent O'Brien, B.A. . . *Assistant Registrar*

GENERAL STATEMENT

The School of Business Administration of Fordham University was established to provide for the increasing number of students desiring scientific training in the field of business. The School aims to develop in the student, through a firm grasp of the fundamental principles, the ability to visualize business conditions, and to analyze and solve correctly his particular problems.

At present the School of Business Administration offers courses of study in Accounting, Business English, Business Law, and Economics, and, in conjunction with St. John's College (Manhattan Division), courses in English, History, Modern Languages, Mathematics, Philosophy, Science, and Sociology. From time to time, as required, the School will introduce additional courses in the fields of commerce, industry, and finance.

The courses offered are designed to meet the requirements of two general classes of students. The first class comprises those who wish to secure a thorough and exact knowledge of the principles and methods of business, together with the cultural subjects necessary for a broad liberal education. Upon such students, who satisfy all the requirements as hereinafter enumerated, the University will confer the degree of Bachelor of Science in Business Administration.

The second class includes those who desire to combine with the technical business courses a limited number of cultural subjects; and others, engaged in business, who desire to study special subjects in order to obtain a deeper insight into the problems of their respective vocations.

The courses in Accounting and Business Law should be of special interest to those who intend to enter the fields of public or private accounting, particularly those who plan to take the examination for the Certified Public Accountant license, or the examination for admission to the American Institute of Accountants.

REQUIREMENTS FOR ADMISSION

Bachelor of Science in Business Administration: Candidates for the degree of Bachelor of Science in Business Administration must present:

1. A detailed record of their high school work, together with a certificate of graduation from a four-year high school course in a school accredited by the Board of Regents of the University of the State of New York, accompanied by a certification by the principal that the student is qualified for higher studies; or
2. New York State seventy-two point C.P.A. qualifying certificate; or
3. The equivalent of 1 or 2.

Certificates: Candidates for certificates must satisfy one of the following requirements:

1. Any of the three requirements for candidates for the degree of Bachelor of Science in Business Administration; or
2. Have reached the age of twenty-one years, and have had business experience considered satisfactory by the Dean and Faculty of the School; or
3. A limited number of students, who cannot satisfy either of the preceding requirements, but who are considered by the authorities to be particularly qualified, will be admitted.

REGISTRATION

Candidates for all courses herein listed must present themselves in person at the School. No application blank will be forwarded by mail.

The office of the Registrar will be open for candidates between 10 A.M. and 6 P.M. daily, except Saturday.

Registrations will not be accepted after October 5, 1929, for the Fall term, nor after January 28, 1930, for the Spring term.

Registration Cards must be filled out at the commencement of each term by all students. No student will be permitted to attend courses for which he has not registered.

DEGREE AND CERTIFICATES

The following degree and certificates are offered to students in the School of Business Administration:

DEGREE:

Bachelor of Science in Business Administration. This is a four-year day course, or a six-year evening course, in business and cultural subjects, covering a total of one hundred and twenty-eight semester hours.

CERTIFICATES:

1. *Certificate A.* A three-year day, or a four-year evening course in cultural and business subjects, totaling ninety semester hours.

2. *Certificate B.* A two-year day, or three-year evening course in business and cultural subjects, totaling sixty semester hours.

3. *Certificate C.* An evening course of three years, comprising forty-eight semester hours.

4. *Certificate D.* An evening course of three years, comprising twenty-four semester hours in Accounting and Business Law (this certificate will be granted only to those who entered prior to September, 1927).

The respective certificates will be granted, by the University, to students who satisfactorily complete the courses enumerated below:

CERTIFICATE A

English	8
Foreign Language	4
Philosophy	8
History	4
Mathematics	4
Economics	6
Sociology	4
Business English	4
Accounting	20
Business Law	12
Electives	16
Total Semester Hours	90

CERTIFICATE B

English	2
Philosophy	6
Economics	6
Business English	4
Accounting	20
Business Law	12
Electives	10
Total Semester Hours	60

CERTIFICATE C

English	2
Philosophy	4
Economics	4
Business English	4
Accounting	20
Business Law	12
Electives	2
Total Semester Hours	48

CERTIFICATE D

Accounting	12
Business Law	12
Total Semester Hours	24

Certificate D will be granted only to those who entered prior to September, 1927.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

The degree of Bachelor of Science in Business Administration is offered to students who have been properly matriculated, and who have completed the requirements of the University.

The required courses are hereinafter stated. Elective courses may be chosen, with direction, from elsewhere in the General Catalogue.

GROUP I

English	12
Modern Language	12
Philosophy	12
History	8
Science	6
Mathematics	4
Electives	10
Total, Group I	64

GROUP II

Economics	6
Sociology	4
Business English	4
Electives*	18
Total, Group II	32

GROUP III

Accounting**	6
Banking and Finance	4
Business Law	4
Electives***	18
Total, Group III	32

ELECTIVES:

1. 10 semester hours are to be chosen from Departments in the School of Liberal Arts and Science, *e.g.,* Philosophy, History, English Language and Literature, etc.

2. 16 semester hours are to be chosen under Group II, which represents subjects considered as fundamental in all Business Education, such as: Trade Economics, Public Speaking and Argumentation, Political Science, Government and Business, Practical Economic Problems, Industrial History and Industrial and Commercial Geography, etc.

3. 18 semester hours are to be chosen from Group III, purely Business subjects, *e.g.,* Accounting, Insurance, Advertising, Salesmanship, Mathematics of Accountancy, Banking and Finance, etc.

N. B.—At least 12 semester hours among the electives must be chosen from subjects ordinarily designated as cultural for the degrees of B.S. in Ed. and B.S. in Business Administration.

Each student must have his program of studies approved by an official of the School at the beginning of each scholastic year. Any departure from prerequisites or other requirements as described under COURSES OF STUDY must receive the approval of the Chairman of the Department concerned.

NOTES:

* All students are required to take six semester hours in accounting.

** Semester hours stated are exclusive of bookkeeping.

*** Students specializing in accounting are required to select as electives eight semester hours of accounting (exclusive of bookkeeping) and eight semester hours of business law. Other studies would replace accounting and business law for students specializing in other fields, such as: banking and finance, advertising and selling, management, etc.

SCHOOL OF IRISH STUDIES

REV. WILLIAM J. DUANE, S.J., PH.D. . . *President*
REV. MILES J. O'MAILIA, S.J. . . . . *Dean*
JOHN J. O'CONNOR, M.A. . . . *General Registrar*
JOSEPH CAMPBELL . . . . . *Director*

PROGRESS OF THE SCHOOL

The School of Irish Studies, founded November 8, 1925, is now one of the growing departments of Fordham University. Last year the enrollment totalled more than one hundred students. Courses in Irish Language, Philology, Literature (in Gaelic and English), Drama and Music are herein offered for the Fall and Spring semesters, 1929-30.

OBJECTS

The objects of the School of Irish Studies are: (1) the stimulation of interest among people of Irish affiliation in America in Ireland's unique traditional culture; (2) the endowment of scholarships in Gaelic research; (3) the publication of an Irish literary magazine; (4) the formation of an Irish reference library; (5) the establishment in New York City of an Irish social centre, where distinguished visitors may be received and where the work of living Irish writers and artists may be brought to the notice of American patrons.

CLASSIFICATION OF STUDENTS

The following classes of students should be interested in the courses offered by the School of Irish Studies:

(a) Those who, perhaps, are not working towards the attainment of any degree, but who are interested in broadening themselves culturally by coming thus in contact with the artistic tradition of another nation.

(b) Those students who may wish to employ these courses to fit themselves for the comprehensive examinations in literature which are preliminary to their acceptance as candidates for the higher degrees.

(c) Those graduate students in English who may wish to minor in Irish Studies.

(d) Those students who may desire to complete the major part of their graduate work in the School of Irish Studies.

DEGREES

By arrangement with the Dean, students in the last classification may take the degrees of M.A. and Ph.D. in the courses offered by the School. It is recommended that, as far as possible, the courses be pursued in the following order: Irish Language, Irish Philology, Irish Literature, Irish History, Irish Drama and Irish Music.

The general requirements for all graduate degrees, as stated on pages 15 to 18, must be satisfied by all candidates.

NEW FEATURES

New features in the syllabus for 1929-30 are the formation of a Laboratory Theatre to experiment in and interpret the plays written by the later Irish dramatists, and the lectures on Irish Music. The features are correlated, and should prove of value to teachers of drama and music in colleges and secondary schools.

LABORATORY THEATRE

The Laboratory Theatre, to begin with, will draw upon the works of Yeats, Lady Gregory, Synge, Colum, Corkery, Campbell and others. It is hoped that, as the idea takes shape, new and original plays will be forthcoming. At least three plays will be chosen for production during the term. A play in Gaelic will be done by the language students, and, for purposes of comparison and analysis, a play by a foreign dramatist. Rehearsals will take place in the class-room, and occasionally in the home of the instructor, or elsewhere, as circumstances require. Performances will be given under the auspices of the school fraternity, the "Companions of Brighid," at *Samhain* (November 1), *Nodlag* (Christmas), *Feil Bhrighde* (February 1), and *Bealteine* (May 1). An opportunity will be afforded students interested in stage settings and costume designs to submit drawings for the various productions. In addition to the plays, Courts of Poetry—in the Munster tradition of the eighteenth century—will be held, at which short dramatic dialogues and original poems will be recited aloud.

For information on special points, kindly communicate with the Director, Room 750, Woolworth Building, New York City.

COURSES OF INSTRUCTION

PLEASE NOTE.

Fordham University reserves the right to withdraw any course if, in the discretion of the Dean, registration does not warrant its continuance.

Courses are divided as follows:

1. UNDERGRADUATE (Courses numbered from 11 to 99).

   These courses are, in general, elementary and may not be offered in fulfillment of the requirements for higher degrees. No candidate for a Bachelor's degree may take the subject of study in Group 2 until all required subjects in Group 1 have been satisfactorily completed.

2. UNDERGRADUATE AND GRADUATE (Courses numbered from 100 to 199).

   These courses are primarily intended for students who hold a first degree, but are open to undergraduates who have completed all prescribed work.

3. GRADUATE (Courses numbered from 200 to 299).

   These courses are restricted to such graduate students as are qualified to pursue the work to advantage.

4. SEMINARS (Courses numbered above 300).

   These courses are open only to graduate students, and should be selected to meet the requirements of the student's major concentration.

Courses with odd numbers are given the first semester; those with even numbers the second. In registering for a course given through both semesters, registration is necessary both in September and in February. Use the proper term number each time.

Students may enter 60-hour (4-point) courses at the start of the second semester with the advice of the professor in charge of the course.

APOLOGETICS

APOL. 11 - 12.—Popular Apologetics. (4 points.)

Revelation, Natural and Supernatural. Miracles and Prophecies. The Christian Revelation. The Divinity of Christ. The Institution and End of the Church. The Constitution of the Church. St. Peter given the Primacy of Jurisdiction. The Pope, the successor of St. Peter. The Infallibility of the Pope. The Marks of the Church. Church and State.

Saturday, 10.40-12.30, W. 769. REV. MARTIN J. SCOTT, S.J.
Both Semesters.

APOL. 13 - 14.—Principles of Natural Religion I. (3 points.)

The moral virtues; habit; passion; virtues in general; the golden mean; prudence, temperance, fortitude, justice. The origin of the idea of God. Definition of Religion. Primitive ideas of God; false theories as to the origin of the idea of God; the idea of God not beyond the reasoning power of primitive man. Historical outline of the most widespread religious systems.

One and a half hours a week, through both semesters, morning or evening session, St. John's College, Manhattan Division.

REV. WILLIAM F. CORLEY, Ph.D.
REV. JOSEPH T. DOYLE, Ph.D.

APOL. 15 - 16.—Principles of Natural Religion I. (3 points.)

A repetition of APOL. 13 - 14, given in the afternoon session (Feb.-Sept., 1930), St. John's College, Manhattan Division.

PATRICK J. DOWNING, Ph.D.

APOL. 17 - 18.—Principles of Natural Religion II. (3 points.)

The meaning of religion. Proofs for the existence of God. Revelation. Historical documents: their authenticity and integrity. The establishment of the Christian Church. The marks of the Church. Salvation. Rule of faith.

One and a half hours a week, through both semesters, morning session, St. John's College, Manhattan Division.

REV. PETER J. LAMBE, Ph.D.

APOL. 17 - 18.—Principles of Natural Religion II. (3 points.)

Various opinions concerning God; erroneous opinions as to how man knows God; refutation of these opinions. Proof of the existence of God. Unicity of God. Personality of God. Metaphysical essence of God. Theses on the attributes of God; proofs, opinions of adversaries; solution of difficulties.

Texts: Rev. W. J. Brosnan, S.J.: *God and Reason* (Fordham University Press). Second Semester, Brosnan: *God Infinite and Reason.*

One and a half hours a week, through both semesters, evening session, St. John's College, Manhattan Division.

PATRICK J. DOWNING, Ph.D.

ART

The courses in Art as outlined below are especially intended to meet the needs of teachers and supervisors of the Fine Arts in the lower and upper grades of the Elementary Schools and in the Junior and Senior High Schools. Teachers who are preparing for promotion through examinations to teach art in the upper grades of the Elementary Schools, in the Junior and Senior High Schools, or for the position of Special Supervisor of Art will find these courses both practical and cultural.

Extra sessions will be given to those members of the class who plan to take scheduled city examinations.

It will take two semesters to complete either the elementary or the advanced courses. Students who begin in September will complete the course in May; those who start in February will finish the following January. The work of each semester, however, is independent of the other.

Credit for these courses will count for both graduate and undergraduate degrees.

ART 101.—Methods of Teaching Art in the Elementary School and Junior High School. (2 points.)

The course will include a general survey of the course of study with emphasis upon (a) Representation I,
(b) Design and Appreciation I.

Representation I will consist of a series of graded problems; *i.e.,* (1) drawing directly from objects in accented outline, with devices for measuring direction and proportion; (2) representation from memory and imagination in parallel, angular and oblique perspective; (3) objects based on type solids; (4) interference and overlapping; (5) handles, spouts, tangents; (6) the accented outline with decorative background; (7) light and shade in pencil, charcoal, etc.

Design and Appreciation I will include: (1) an analysis of the course of study; (2) the study and application of the principles governing design with line, light and dark and color, *i.e.,* the so-called principles of arrangement, namely, repetition, sequence, symmetry, dominance, subordination, opposition, etc., with the resultant attributes of harmony, rhythm, proportion, fitness, etc.; (3) development of design units—abstract, geometric, naturalistic; (4) composition; (5) examples of fine design as found in architecture, sculpture, painting, as well as in industrial and commercial art.

Saturday, 9-11.20, W. 780.
First Semester.

ART 102.—Methods of Teaching Art in the Elementary School and Junior High School. (2 points.)

Representation II.—This course will include: (1) painting from still-life in water-color; (2) painting still-life with tempera paints; (3) sketching of the human figure from memory for illustrations; (4) mechanical drawing and development of patterns.

Design and Appreciation II.—This will consist of the carrying out of definite design projects. These will be grouped around

definite centers, *i.e.,* the home, figure and dress, industry, commerce, travel, literature, history and civics, etc. In addition, demonstrations will be given on linoleum block-printing, paper-cutting, soap sculpture, the stencil, etc. The poster and lettering and drawing of the human figure. Lessons on the appreciation of architecture, sculpture and painting.

Saturday, 9-11.20, W. 780.
Second Semester.

ART 101 F - 102 F.—Methods of Teaching Art in the Elementary School and Junior High School. (4 points.)

This course follows the outline given above as ART 101 - 102.

Tuesday, 4.15-6.15, F. 25.
Both Semesters.

ART 103.—Art Problems for the Elementary Schools, Grades 1A-8B (For Religious only). (2 points.)

This course will cover: (a) Arts and Crafts, (b) Design, (c) Elementary Representation.

Problems will be given in stencil, soap sculpture, leather tooling, wood block and monotype, fret sawwork, paintex, textile design, applique, paper batik, cut paper, etc.

Wednesday, 4.15-6.00, Sacred Heart School
(317 W. 33d St., Manhattan).
First Semester.

ART 104.—Art Problems for the Elementary Schools, Grades 1A-8B (For Religious only). (2 points.)

A continuation of ART 103.

Wednesday, 4.15-6.00, Sacred Heart School
(317 W. 33d St., Manhattan).
Second Semester.

ART 107.—Methods of Teaching Art in the Senior High School. (2 points.)

This course will include a general survey of the course of study as revised by the State Board of Regents in 1928. The first semester will be devoted to (a) Design and Appreciation I, (b) Representation.

Design and Appreciation I will include: (1) an analysis of the course of study; (2) the study and application of the principles governing design with line, light and dark and color, namely, the principles of arrangement, *i.e.,* repetition, sequence, symmetry, principality, subordination, opposition, etc., with the resultant attributes of harmony, rhythm, proportion, fitness, etc.; (3) development of design units—abstract, geometric and naturalistic; (4) composition; (5) essentials of dynamic symmetry; (6) examples of fine design as found in architecture, sculpture, painting and in the industrial and commercial arts.

Representation will consist of: (1) methods of teaching and executing problems in representation directly from objects and from memory and imagination in both the accented outline and in light and shade; (2) principles of perspective, construction, difficult details, special devices and aids, niceties of pencil technique in

decorative line and in pencil and charcoal light and shade will be emphasized; (3) painting in water-color and tempera; (4) mechanical drawing.

Saturday, 10.20-12.30, W. 780.
First Semester.

ART 108.—Methods of Teaching Art in the Senior High School. (2 points.)

This course will consist of: (a) Design and Appreciation II and (b) the History of Art.

Design and Appreciation II will consist of the carrying out of definite design projects. These will be grouped around definite centers, *i.e.,* the home, figure and dress, industry, commerce, travel, literature, history and civics, etc. In addition, demonstrations will be given on linoleum block-printing, paper-cutting, soap sculpture, the stencil, etc. The poster and lettering and drawing of the human figure. Lessons on the appreciation of architecture, sculpture and painting.

History of Art—by periods—prehistoric, Egyptian, Greek, Assyrian, Roman, Byzantine, Gothic, Renaissance. England, France, Germany, Holland, Spain, etc. America. Modern art. Architecture, sculpture, painting. The minor arts.

Saturday, 10.20-12.30, W. 780.
Second Semester.

ART 107 F - 108 F.—Methods of Teaching Art in the Senior High School. (4 points.)

This course follows the outline given above as ART 107 - 108.

Tuesday, 4.15-6.15, F. 25.
Both Semesters.

ART 111 - 112.—Drawing from Life and the Cast (with Lectures on Artistic Anatomy). (4 points.)

Drawing is a great art in itself. The drawings of the Greeks on their vases; the cartoons of the Florentine masters; the drawings of Rembrandt or Daumier and of the Japanese masters are often as significant as their more ambitious achievements. The work in figure drawing, in line and in light and shade, will be undertaken in the spirit of adventures in art rather than as exercises in exact measurement. Experience in the past has taught us that both ends can be attained at one and the same time.

Thursday, 7.30-9.30 P. M., W. 2858.
Both Semesters.

ART 121.—History of Art. (2 points.)

This course will include: (1) introduction—what is art? (2) the elements of painting; (3) ancient art; (4) early Christian and Byzantine art; (5) Romanesque art; (6) Gothic art in France; (7) Gothic art in England, Germany, Spain and Italy; (8) Florentine art; (9) Venetian art; (10) Da Vinci, Raphael, Michael Angelo and Correggio; (11) the Renaissance in Flanders, Germany and France; (12) art in Holland; (13) Hals, Rembrandt, Van Dyck and Rubens; (14) review.

Monday, 4.15-6.00, W.
First Semester.

ART 122.—History of Art. (2 points.)

This course will include: (1) early Spanish art; (2) late Spanish art; (3) early English art—the portrait tradition; (4) English landscape; Pre-Raphaelitism; (5) American painting before 1876; (6) American painting to date; (7) German art; (8) French painting before the Nineteenth Century; (9) classicism, romanticism and realism; (10) impressionism; (11) post-impressionism; (12) contemporary art movements; (13) methodology in art; (14) appreciation and criticism; (15) review.

Monday, 4.15-6.00, W.
Second Semester.

The above courses also are given, with some modification, during the summer session of each year by the Art Faculty:

MAX S. WILKES, M.A.
ALICE ROSENBLATT
JOSEPH HAUSER, M.A.
LOUISE E. PATTERSON

Additional Courses

ARTS 121, 122.—The Pageantry of the Middle Ages.

EDUC. 161 VT, 162 VT, 163 VT, 164 VT.—Design.

EDUC. 169 VM, 170 VM.—Drawing and Composition.

EDUC. 171 VM, 172 VM, 174 VM.—Art Appreciation.

EDUC. 175 VM, 176 VM, 177 VM, 178 VM.—Art Backgrounds.

EDUC. 181 VT, 182 VT.—Costume Illustration.

EDUC. 183 VT.—Interior Decoration.

EDUC. 187 VT, 188 VT.—Methods of Teaching Art.

ENG. 111 CF, 112 CF.—Modern Schools of Art and Poetry.

BIOLOGY

Head of Department: REV. JOSEPH ASSMUTH, S.J., Ph.D.

NOTE: Classes in Biology, with the exception of BIO. 11 and 12, are held in the Biology Hall on the Uptown campus, Fordham Road entrance.

Arrangements for courses given at Fordham in the Bronx must be made with Rev. Joseph Assmuth, S.J., Ph.D., Head of the Department of Biology, or with Professor Crowley.

UNDERGRADUATE

BIO. 11.—Botany. (2 points.)

A lecture course embracing the fundamental principles of biology, the classification, morphology—external and internal, tissues, tissue-systems, and the physiology of plants.

Friday, 4-6, W. 744. REV. EDMUND J. BURKE, S.J.
First Semester.

Saturday, 10.40-12.30, W. 744.
First Semester.

BIO. 12.—Zoölogy. (2 points.)

A lecture course treating of the origin, classification and distribution of animals; the development of the ovum; the differentiation of tissues; parthenogenesis; heredity; evolution; Darwinism; mutation theory; transformism; Catholics and evolution.

Friday, 4-6, W. 744. REV. EDMUND J. BURKE, S.J.
Second Semester.

Saturday, 10.40-12.30, W. 744.
Second Semester.

BIO. 13 - 14.—General Biology. (4 points.)

This course treats with the fundamental principles of biology. It includes the structure and composition of plants and animals with a complete study of the functions of living things; relations between animals and plants; the organism. The laboratory work will include study and dissection of plants and lower animals.

This course is of great help to the Secondary School teacher. The Regents' examinations will be discussed.

MARK T. CROWLEY, M.S.

Given in Summer, 1930.

UNDERGRADUATE AND GRADUATE

The following courses consist of 30 hours of lecture and 60 hours of laboratory. Hours, unless noted, are to be arranged.

BIO. 101.—General Botany. (4 points.)

Properties and activities of protoplasm, developmental history, structure and function, relation to environment, and the classification of forms into the groups which make up the plant kingdom.

First Semester. WILLIAM J. BONISTEEL, Ph.C., M.A.

Fee, $50.00.

BIO. 102.—General Botany. (4 points.)

This course deals with the thallophytes, bryophytes, pteridophytes and spermatophytes. Several voluntary field excursions will be offered for the purpose of making acquaintances with trees, shrubs, and herbaceous plants.

Second Semester. WILLIAM J. BONISTEEL, Ph.C., M.A.

Fee, $50.00.

BIO. 103 - 104.—Plant Anatomy and Methods in Botanical Micro-Technique. (4 points.)

Morphology of stems, roots, leaves and flowers. Structure and activities of the plant cell. Methods of fixing, staining and sectioning plant tissues.

Both Semesters.

Fee, $50.00.

BIO. 106.—Taxonomy. (2 points.)

A study of the more common plants of this region, the use of botanical keys and library work.

Second Semester.

Fee, $25.00.

BIO. 107 - 108.—Economic Botany. (4 points.)

This course will consider the entire plant kingdom from the standpoint of the more economic products that are derived from plants. The lectures will be illustrated with charts, actual specimens and microscopic projections. *The laboratory work will be conducted in the field* and will consist in the identification of the more common plants of this region.

WILLIAM J. BONISTEEL, Ph.C., M.A.

Given in Summer, 1930.

BIO. 109 - 110.—Zoölogy. (4 points.)

This course deals with the animal kingdom only. It embraces a study of the classification of animals; the structures and functions of organs; morphology, ecology, environment, heredity and the economic importance of animals. The laboratory work will include the study of a type animal of each phylum.

Tuesday, 4-6, and Saturday, 2-6. MARK T. CROWLEY, M.S.

Both Semesters.

Fee, $50.00.

BIO. 111 - 112.—Histology and Elementary Embryology. (4 points.)

(Prerequisite: a course in General Biology.)

The course will be in Zoölogy and will study the composition of the animal body and the organs in terms of their vital units, the cells; the chromosomes, the basis of heredity; the origin and maturation of the germ cells, fertilization, cleavage and differentiation of tissues; the origin of the individual and the developmental process from the oosperm to the adult. Practice in microtechnique will be stressed.

REV. JOSEPH ASSMUTH, S.J., Ph.D.
JAMES A. MULLEN, M.S.

Given in Summer, 1930.

BIO. 113 - 114.—General Bacteriology. (4 points.)

The object of this course is to make the student familiar with the methods of detection, isolation and identification of micro-organisms. Lectures and laboratory on the forms of bacteria, their requirements for growth, and their chemical products will be held. The practical application of the manufacture of the media, staining, cultural reactions, and the principles of sterilization and disinfection are given special emphasis. The question of bacteria in disease and their importance from the economic standpoint will be considered.

WILLIAM J. BONISTEEL, Ph.C., M.A.

Given in Summer, 1930.

BIO. 121 - 122.—Anatomy of the Cat. (4 points.)

A study of the mammal with special reference to the cat. Structure and physiology of the different systems and organs. Detailed dissection of specially prepared specimens.

Monday, 3.45-6.15. MARK T. CROWLEY, M.S.
JAMES A. MULLEN, M.S.

Both Semesters.

Fee, $50.00.

BIO. 123 - 124.—Comparative Anatomy. (4 points.)

(Required for those majoring in Biology.)

A comparative study of the natural relationships, the developments and the structures of animals, including a comparison of integumentary, skeletal, alimentary, vascular, respiratory, excretory, muscular, nervous and reproductive systems in different animals; physiology of different organs; symmetry and asymmetry, habits and life histories.

Tuesday, 4-6. REV. JOSEPH ASSMUTH, S.J.
Both Semesters. JAMES A. MULLEN, M.S.

Fee, $50.00.

BIO. 125 - 126.—Histology and Microscopic Technique. (4 points.)

A detailed study of the structure of the animal cell and characteristics of the different tissues. The laboratory work will include preparation of slides, fixation, embedding, cutting, staining, mounting, and intense training in the use of the microscope for best results.

Friday, 3.45-6.15. MARK T. CROWLEY, M.S.
Both Semesters.

Fee, $50.00.

BIO. 127 - 128.—Entomology. (4 points.)

The class of insects; importance of hexapoda in general, and beneficial and injurious insects in particular; general anatomy of insects; heteronomous metameric structure and metamorphosis of insects.

Thursday, 4-6. REV. JOSEPH ASSMUTH, S.J.
Both Semesters.

Fee, $50.00.

GRADUATE

BIO. 201 - 202.—Botany—Special Work and Research.

The department is prepared to direct research and special work along several distinct lines, viz.: Microscopy of foods, drugs, spices, botanical micro-technique and pharmacognosy.

For information, consult the Head of the Department.

BIO. 203 - 204.—Zoölogy—Special Work and Research.

Special work and research may be done in zoölogical lines in several branches by students working for degrees.

For information, consult the Head of the Department.

SEMINARS

BIO. 301 - 302.—Seminar in Botany.

For information, consult the Head of the Department.

BIO. 303 - 304.—Seminar in Zoölogy.

For information, consult the Head of the Department.

BUSINESS ADMINISTRATION

ACCOUNTING 1-2.—Bookkeeping. (No college credit.)

This course is designed for students without a previous knowledge of the subject. The principles developed are demonstrated by means of laboratory work consisting of three practice sets illustrating the books of a single proprietorship, a partnership, and a corporation. The student is drilled sufficiently in recording business transactions, posting, making closing adjustments, and preparing trial balances and simple statements, to become familiar with the mechanics of account keeping.

All students are required to take this course concurrently with Accounting 11-12, except those who either pass the examination in bookkeeping, or submit satisfactory evidence of having completed an equivalent course. Accounting 1 must be taken before Accounting 2.

Accounting 1. Two hours a week for one semester. October to January, repeated February to May.

Friday, 6-8. EDMUND F. BOWEN.

Accounting 2. Two hours a week for one semester. October to January, repeated February to May.

Tuesday, 6-8. EDMUND F. BOWEN.

ACCOUNTING 11 - 12.—Elements of Accounting. (4 points.)

An introduction to the fundamental principles of accounting. This course comprises a study of the balance sheet, the statement of profit and loss, the account, the theory of debit and credit, periodic adjustments, the development of the books of account, business papers and methods, the classification of accounts, partnership accounts, elementary corporation accounting, discounts, consignments, adventure sales, special forms and rulings, single entry, and other related matters. The principles, as discussed, are thoroughly illustrated by the solution of problems in class and by others assigned for solution at home.

Accounting 1-2 (bookkeeping) must be taken with Accounting 11-12, as described under Accounting 1-2. Accounting 11 must be taken before Accounting 12.

Accounting 11. Two hours a week for one semester. October to January, repeated February to May.

Monday, 6-8. JOHN F. MAHONEY, B.A., C.P.A.

Accounting 12. Two hours a week for one semester. October to January, repeated February to May.

Friday, 6-8. THOMAS A. SCANLAN, B.C.S., LL.B.

ACCOUNTING 13 - 14.—Outline of Accounting. (4 points.)

This is a special course designed for second year students in St. John's College, Manhattan Division, who intend to enter the School of Law. Its purpose is to acquaint the student with the principles, methods, and scope of accounting. The place of accounting in the business unit, and its relation to economics and law are emphasized. Particular attention is given to the methods

of collecting, classifying, and summarizing accounting data, and the preparation and interpretation of accounting statements and reports. The principles, as discussed, are illustrated by ample laboratory material. A set of books is kept by the student under the supervision of the instructor, and numerous problems are interspersed throughout the lectures. The subject-matter is arranged so that a previous knowledge of bookkeeping is unnecessary.

Accounting 13 must be taken before Accounting 14. Two hours a week for one year, October to May.

Hours to be announced. Morning classes, PROFESSOR O'REILLY; Evening classes, MR. O'BRIEN.

ACCOUNTING 21 - 22.—Applied Theory of Accounts. (4 points.)

An intermediate course in the principles of accounting. This course deals principally with balance sheet presentation and valuations and the related accounting problems. Particular consideration is given to the accounts peculiar to the corporate form of business organization. Among the major topics discussed are the following: corporate promotion, organization, and government; corporate records; capital stock; assets, current, fixed, tangible and intangible; depreciation; liabilities, bonds and mortgages; problems concerning the determination of profits; surplus; sinking funds; reserves; branch accounting; corporate consolidations and mergers; consolidated statements; liquidation. Ample problem material is introduced during the course of the lectures to illustrate the principles studied.

Prerequisite: Accounting 11-12. Accounting 21 must be taken before Accounting 22.

Accounting 21. Two hours a week for one semester. October to January, repeated February to May.

Tuesday, 6-8. THOMAS A. SCANLAN, B.C.S., LL.B.

Accounting 22. Two hours a week for one semester, October to January, repeated February to May.

Thursday, 6-8. HUGH S. O'REILLY, B.S.C., C.P.A.

ACCOUNTING 23.—Intermediate Accounting Problems. (2 points.)

This course is designed to amplify the principles discussed in Accounting 11-12 and 21. The material is arranged so as to develop gradually the student's ability and confidence in solving increasingly difficult problems. Particular attention is given to the interpretation and analysis of the problem, the correct method of approach, and to the form of the statement prepared. Problems similar to those demonstrated in class are assigned for solution at home.

Prerequisite: Accounting 11-12. Two hours a week for one semester, October to January, repeated February to May.

Friday, 6-8. HUGH S. O'REILLY, B.S.C., C.P.A.

ACCOUNTING 25.—Cost Accounting. (2 points.)

This is an elementary course in the principles of cost accounting. Its purpose is to acquaint the student with the accounts of a

manufacturing business. Among the principal topics discussed are the following: the elements of cost; the control of material, labor and expense; methods of distributing overhead; types of cost systems; control of the cost records by the general books; interest on invested capital; wage systems; the preparation and use of forms and reports; and the use of automatic accounting devices. The laboratory material consists of adapted problems and a short set of factory accounts.

Prerequisites: Accounting 11-12, 21, and 23. A limited number of special students, without these prerequisites, may be admitted with the approval of the instructor. Two hours a week for one secester, October to January, repeated February to May.

Friday, 6-8. JOHN F. MAHONEY, B.A., C.P.A.

ACCOUNTING 33 - 34.—Auditing. (4 points.)

The fundamental principles of auditing and their application in actual practice. This course is designed to develop the subject from the viewpoint of both the professional auditor and the general student of accountancy. It aims to emphasize what may or should be omitted from the scope of the audit as well as what must be included. It comprises a study of the class of audits, the preliminary arrangements, the audit program, general procedure, examination of the original records, verification of the balance sheet and the operating accounts, and the preparation of the working paper, statements, and reports. The principles are illustrated by means of numerous cases adapted from practice. During the course of the laboratory work the student will be taken through a complete audit from the first interview with the client, and will prepare, under the supervision of the instructor, a complete set of working papers and a report.

Prerequisites: Accounting 11-12, 21-22, 23, and 25. A limited number of students without these prerequisites may be admitted with the approval of the instructors.

Accounting 33: Two hours a week for one semester, October to January, repeated February to May.

Friday, 6-8. HUGH S. O'REILLY, B.S.C., C.P.A.

Accounting 34: Two hours a week for one semester, February to May.

Friday, 6-8. HUGH S. O'REILLY, B.S.C., C.P.A.

ACCOUNTING 37 - 38.—Advanced Accounting Problems. (4 points.)

Advanced accounting principles applied to special cases. The subjects covered include: statements at the end of the accounting period, their composition and analysis; partnerships, dissolution, liquidation, etc.; corporations, accounting for treasury stock, no-par stock; factory ledger; private ledger; installment sales; agencies and branches; insolvent concerns; consignment; special venture accounts; fiduciaries; actuarial science; fixed assets and depreciation; intangibles; investments; amortization; funds and reserves; mergers, consolidations and the consolidated profit and loss statement and balance sheet; foreign exchange; insurance;

treatment of liability. The subjects will be demonstrated by illustrative problems in class. Various problems will be assigned to be completed by the student out of class, and a problem notebook is required from each student at the end of each term.

Prerequisites: Accounting 11-12, 21-22, 23, and 25. A limited number of students without these prerequisites may be admitted with the approval of the instructor.

Accounting 37: Two hours a week for one semester, October to January, repeated February to May.

Tuesday, 6-8. JOHN F. MAHONEY, B.A., C.P.A.

Accounting 38: Two hours a week for one semester, February to May.

Thursday, 6-8. JOHN F. MAHONEY, B.A., C.P.A.

ACCOUNTING 41.—Federal Income Taxes. (2 points.)

This is a practical course in Federal income taxes. It deals with the history and theory of the Federal income tax and its application in actual practice. The numerous forms in use, the department regulations, B. T. A. rulings, decisions of the United States Supreme Court, and the administrative organization of the department are the principal topics discussed. Particular attention is given to the current law of 1928. The material is developed by means of carefully selected problems.

Prerequisites: Accounting 11-12, 20 or 21, and 23. A limited number of students, without these prerequisites, may be admitted with the approval of the instructor. Two hours a week for one semester, October to January, repeated February to May.

Wednesday, 6-8. HERBERT W. ELLIS, C.P.A.

BUSINESS LAW

BUSINESS LAW 11.—Equity, Contracts. (2 points.)

The origin of law and its development. Its place in the business world. The Courts of to-day and their functions. Law and Equity contrasted. Equity's development and growth.

Contracts: The parties; disabilities that bar. Offer and acceptance. Consideration; legality of purpose and subject-matter. The rights of third parties. The operation of contracts, their construction and discharge. Remedies for a breach. Contracts under Seal and specialties. The Statute of Frauds. The Statute of Limitations.

Two hours a week for one semester. October to January, repeated February to May.

Thursday, 6-8. FRANK P. TREANOR, LL.B.

BUSINESS LAW 12.—Agency, Partnership, Sales. (2 points.)

A contract relationship. Its creation, the source and scope of the agent's authority. The principal's liability to third parties through the agency relationship. The undisclosed principal. The agent's liability to principal and third parties. Termination of the relationship. Special forms of agency.

Partnership: A contract relationship. The Uniform Partnership Law and its effect. Relations between partners, their rights and duties. The relation of partners with third parties. Dissolution, cause and grounds. Effect of dissolution upon the partners and upon their relationship to third parties. Special partnership.

Sales: Contracts of sale. The Uniform Sales Law and its effect. Transfer of title in sales of ascertained goods. Transfer of title in contracts to sell unascertained goods; risk of loss. Transfer of title without ownership. Warranties. Rights and remedies of seller and purchaser. Negotiable documents of title.

Two hours a week for one semester. October to January, repeated February to May.

Thursday, 6-8. HAROLD J. TREANOR, LL.B.

BUSINESS LAW 13.—Corporations. (2 points.)

The State and the corporation. Corporate creation. Contracts of promoters. Corporate powers and *ultra vires* acts. The rights and duties of officers, directors and stockholders. The rights of corporate credits. Reorganization, mergers and dissolution.

Negotiable Instruments: Formal requisites. The Uniform Negotiable Instruments Law. The holder in due course. His rights against the makers and endorsers. The rights of endorsers. Presentment, indorsement and dishonor. Defenses available to the various parties. Particular instruments. Discharge.

Two hours a week for one semester. October to January, repeated February to May.

Thursday, 6-8. GERALD MCKERNAN, B.A., LL.B.

BUSINESS LAW 14.—Insurance. (2 points.)

Origin and general principles of insurance law. Essentials of the contract. Fire, life and marine insurance. Insurable interest. Representations, concealments and warranties. Waiver and estoppel. The standard policy. Proofs of loss. Interpretation of the contract.

Decedent's Estates: The distribution of a decedent's property under a will and through intestacy. The making of a will. Revocation. Duties of executors, administrators and trustees. Transfer tax.

Two hours a week for one semester. October to January, repeated February to May.

Tuesday, 6-8. ROBERT M. HITCHCOCK, B.A., LL.B.

BUSINESS LAW 15.—Real Property. (2 points.)

Property and property rights classified and analyzed. Estates in real property. Adverse possession. Deeds and covenants. Landlord and tenant. Mortgages. Fixtures and criteria for determining fixtures. The suspension of the power of alienation. Taxes.

Personal Property: Its nature and the acquisition of the title. Lost property. Possession and ownership. Statute of perpetuities.

Bailments and Carriers: Distinction between bailment and sale. Liabilities of bailor and bailee. Gratuitous bailments. The common carrier, its rights and liabilities. Innkeeper's duty to receive guests. Responsibility for loss of goods. The innkeeper's lien.

Two hours a week for one semester. October to January, repeated February to May.

Thursday, 6-8. RAYMOND E. BURDICK, LL.B.

BUSINESS LAW 16.—Suretyship. (2 points.)

The contract of guaranty and surety. The obligations of principal and guarantor and surety. The operation of the contract. Discharge of parties.

Bankruptcy: The Federal Bankruptcy Act. Insolvency and bankruptcy distinguished. Acts of bankruptcy. Debts discharged. Rights and duties of trustees, receivers, referees.

Damages: The measure of damage in contract action. Elements of compensation. The duty to minimize. Liquidated damage clauses in contracts.

Evidence: The source of evidence, and the reason for the rules. Treatment and study of the principal rules of evidence.

Two hours a week for one semester. February to May only.

Monday, 6-8. FRANK P. TREANOR, B.A., LL.B.

Additional Courses

ENG. 41, 42.—Business English.

EDUC. 143 V.—Office Duties.

EDUC. 145 VT.—Pitman Stenography.

EDUC. 149 VT, 150 VT.—Gregg Shorthand.

EDUC. 153 VT, 154 VT.—Typewriting.

Allied Courses

EDUC. 141 V, 142 V, 141 VT, 142 VT.—Teaching of Commercial Subjects.

EDUC. 143 V, 143 VT, 144 VT.—Teaching of Secretarial Subjects.

EDUC. 147 V, 147 VF, 148 VF.—Teaching of Pitman Shorthand.

EDUC. 149 VT, 150 VT.—Teaching of Gregg Shorthand.

EDUC. 151 VT, 152 VT.—Educational Problems in Shorthand.

EDUC. 155 VT, 156 VT.—Teaching of Shorthand.

POL. 11, 12, 14, 11 F, 12 F, 14 F, 21, 22, 23, 24.—Elementary Economics.

POL. 16.—Economic History of the United States.

EDUC. 131 K, 132 K.—Teaching of Economics.

CHEMISTRY

Head of Department: Rev. Richard Martin, S.J.

N.B.: Lectures and laboratory periods in Chemistry are held in the Science Hall, Fordham University, Bronx. (Bathgate Avenue entrance.)

SPECIAL REQUIREMENTS

Students must consult the head of the department within the first three weeks of the school year, at which time they should be prepared to file (a) a transcript of their Bachelor's record (this should show that they have obtained 8 credits in General Inorganic Chemistry; 8 credits in Organic, 4 credits in Qualitative Analysis and 4 credits in Quantitative Analysis—for admission to research in the Physiological Department 8 credits in Physiological Chemistry will be demanded), and (b) if they are candidates for the degree of Ph.D., a transcript of the work done for the M.S. (or M.A.), unless this degree was conferred by Fordham University.

All candidates are required from the outset to submit a time schedule for their research work, which will enable them to complete the research outlined by the director, and satisfy the demands of the department as to the number of points required, namely, 24 points in research for the Master's and an additional 36 points in research for the Doctor's degree.

The meaning of "points" in research: Not less than 23 semester hours of work, including a weekly seminar, done in the research laboratories of Fordham University, or, with the explicit consent of the Head of the Department of Chemistry, in outside schools or libraries, under the supervision of, and in consultation with, the Director of Research at Fordham.

It follows, therefore, that the minimum requirement for the Master's degree (24 points or semester hours) is 552 clock hours of research work, and for the Doctor's degree (36 points or semester hours) is 828 clock hours.

Since it is the policy of the Department to concentrate all the work in one major study, no advanced credit can be allowed towards graduate degrees.

For advanced work, beyond that offered in the catalogue, and open only to those who have completed the following courses, students should consult the Head of the Department.

Candidates for degrees in Chemistry should also consult the general regulations for graduate degrees on pages 15 to 18.

UNDERGRADUATE

CHEM. 11, 12, 13, 14.—General Chemistry. (8 points.)

This course forms the beginning of chemical education. In it the student is taught the fundamental theories on which the structure of this important science rests. The work embraces the principal laws involved in chemical operations, symbols, nomenclature and classification of compounds, methods and practice of chemical cal-

culations, with a rather detailed discussion of the non-metallic elements.

Saturday, 9-12 and 1-4. WALTER A. HYNES, D.Sc.

Fee, $120.00. Breakage deposit, $20.00.

CHEM. 15-16.—Qualitative Analysis. (4 points.)

In this course stress is laid on the determination and isolation of the metallic or baseforming elements, without considering the amounts in which they may be present. Due emphasis is given to the theoretical principles upon which the separation of these elements depends.

FRANCIS J. BROGAN, M.S.

Saturday, Hours to be arranged.
Fee, $60.00. Breakage deposit, $10.00.

GRADUATE AND UNDERGRADUATE

CHEM. 101-102.—Quantitative Analysis. (4 points.)

The course involves the theoretical and practical study of the principles underlying the volumetric and gravimetric problems and their applications. In volumetry, a careful study of the standardization and titration by the various methods is made, such as alcalimetry and acidimetry, oxidation and reduction methods and precipitation. In gravimetry, the determination of some of the principle cations and anions is undertaken.

LEO K. YANOWSKI, M.S.

Saturday, Hours to be arranged.

Fee, $60.00. Breakage deposit, $10.00.

CHEM. 103, 104, 105, 106.—Organic Chemistry. (8 points.)

Generalities, discussion of the qualitative and quantitative Ultimate Analysis of organic compounds. Determination of the empirical formula. Theories governing the study of organic chemistry. Aliphatic series: hydrocarbons, halogen-derivatives, alcohols, ethers, sulphur-derivatives, nitrogen-derivatives, such as esters, amids, amino-acids and carbohydrates. These various classes of aliphatic compounds are studied from the standpoint of synthesis, behavior, structure and applications.

In the second half, a study is made of the cyclic series. Carbocyclic series: benzene and discussion of its structure, homologues of benzene, toluene, xylene, and nitration and sulphonation, nitroderivatives, reduction of nitro-compounds, amines, azo- and azoxycompounds, diazotization, Sandmeyer-reaction, coupling of diazonium-salts, azo-dyes, phenols, quinones, alcohols, aldehydes, acids, multinuclear compounds; biphenyl, diphenyl and triphenyl methane and their derivatives, dyes, naphthalene and anthracene and their most essential derivatives, anthra-quinone, alizarine, etc. Heterocyclic series: only a brief discussion of some of the most important heterocyclic compounds is endeavored: furane, furfural, thiophene, pyrol, pyridine, quinoline, indol, indigo, etc.

GEORGE BACHRACH, D.Sc.

Saturday, Hours to be arranged.

Fee, $120.00. Breakage deposit, $20.00.

CHEM. 121-122.—Physiological Chemistry. (4 points.)

In this course the chemistry of the carbohydrates, fats and proteins is discussed. The greater part of the time is spent with the more practical side, such as the study of blood, urine and gastric contents. These subjects are studied from a normal as well as a pathological standpoint. An effort is made to familarize the student with the underlying chemical technique used in the hospital laboratory.

CARL P. SHERWIN, M.D., D.Sc., PH.D.

By special arrangement only.

Fee, $60.00. Breakage deposit, $10.00.

CHEM. 123-124.—Physiological Chemistry. (2 points.)

This course is offered to those who wish to avail themselves of the lectures only, without at the same time taking part in the laboratory training. It is therefore identical with CHEM. 121-122 without the laboratory.

CARL P. SHERWIN, M.D., D.Sc., PH.D.

By special arrangement only.
Fee, $20.00.

ECONOMICS

For courses in Economics confer the Department of Political Philosophy. This Department is directly allied to the Departments of History and Philosophy. Students arranging their program of courses should keep this alliance in mind.

EDUCATION

FACULTY COMMITTEE

Philosophy and History:

Head of Department and Chairman of Faculty Committee:
PIERRE J. MARIQUE, Pd.D., Ph.D.

Conference hours—Daily, 3-4; Saturday, 9-12, and by appointment.

Psychology, Measurements and Elementary School Supervision:

Head of Department: MAURICE E. ROGALIN, Ph.D.

Conference hours—Saturday, 1-2.40.

Management and Administration:

Head of Department: HENRY E. HEIN, Ph.D.

Conference hours—By appointment.

Methods of Teaching:

Head of Department: PAUL A. KENNEDY, Ph.D.

Conference hours—Friday, 4-6, and by appointment.

Vocational Education:

Head of Department: WILLIAM H. DOOLEY, Ph.D.

Conference hours—Monday, 4-6.

SPECIAL REQUIREMENTS

Students are required to complete successfully all undergraduate courses or their equivalent before they can be admitted to any course marked 100 or over.

All students majoring in Education should make certain to consult their Major Professor before the opening of the school year, or at least within the first three weeks of each term. Candidates for graduate degrees in Education should be prepared to file information regarding schools attended in the past, the title and a copy of courses completed in college or training school, graduate work already completed and a full record of teaching experience.

The field of Education is for the present divided into five divisions, each with a departmental head as noted above. These departments or divisions are subdivided into ten groups:

GROUP I.—Educational Research.

GROUP II.—History of Education.

Courses 11, 12, 11 F, 12 F, 101 A, 102 A, 103 A, 104 A, 106 A, 121 E, 123 E, 201, 311, 312, 313, 314.

GROUP III.—Philosophy of Education.

Courses 13, 14, 19, 20, 19 F, 20 F, 101 B, 102 B, 104 B, 110 BT, 115 E, 121 E, 101 G, 102 G, 101 V, 102 V, 105 V, 106 V, 201, 313, 314, 321, 322.

GROUP IV.—Psychology of Education.

Courses 19, 20, 19 F, 20 F, 101 C, 101 CF, 106 C, 121 C, 122 C, 113 KT, 108 E, 115 E, 101 V, 102 V, 105 V, 106 V, 331, 332, 335, 336.

GROUP V.—Educational Measurements.

Courses 111 C, 111 CF, 112 C, 112 CF, 114 C, 113 E, 331, 332, 335, 336.

GROUP VI.—Supervision of Education.

Courses 101 E, 103 E, 105 E, 107 E, 108 E, 111 E, 113 E, 115 E, 117 E, 118 E, 121 E, 123 E.

GROUP VII.—School Administration and Management.

Courses 111 G, 112 G, 111 GF, 112 GF, 125 KF, 126 KF, 105 V, 106 V, 107 V, 351, 352.

GROUP VIII.—Methods of Teaching in Elementary Schools.

Courses 19, 20, 19 F, 20 F, 106 C, 101 K, 102 K, 105 K, 105 KF, 106 K, 106 KF, 111 KF, 112 KF, 113 KT, 121 KF, 122 KF, 121 KT, 122 KT, 123 KF, 124 KF, 123 KT, 124 KT, 133 KF, 134 KF, 143 K, 151 KF, 152 KF, 171 KF, 172 KF, 177 KF, 178 KF, 185 KT, 186 KT, 191 K, 192 K, 194 K, 121 VT, 122 VT, 125 V, 131 VF, 132 VF, 361, 362.

GROUP IX.—Methods of Teaching in Secondary Schools.

Courses 19, 19 F, 20, 20 F, 101 K, 102 K, 105 K, 105 KF, 106 K, 106 KF, 111 KF, 112 KF, 113 KT, 135 KF, 126 KF, 131 K, 132 K,

135 K, 137 KF, 138 KF, 139 K, 139 KF, 140 K, 140 KF, 143 K, 147 KF, 148 KF, 149 K, 151 KF, 152 KF, 155 K, 158 K, 159 K, 161 K, 162 K, 163 K, 164 K, 173 K, 174 K, 179 K, 179 KF, 180 K, 180 KF, 183 KF, 184 KF, 187 KF, 188 KF, 197 K, 101 V, 102 V, 117 VT, 118 VT, 121 VT, 122 VT, 125 V, 127 VT, 133 VT, 135 VT, 136 VT, 137 VT, 139 VT, 140 VT, 141 V, 142 V, 141 VT, 142 VT, 143 VT, 144 VT, 143 V, 147 V, 147 VF, 148 VF, 149 VT, 150 VT, 155 VT, 156 VT, 187 VT, 188 VT, 361, 362.

GROUP X.—Vocational Education.

Courses 101 V, 102 V, 103 V, 104 V, 105 V, 106 V, 107 V, 110 V, 115 V, 117 VT, 118 VT, 119 VT, 121 VT, 122 VT, 123 VT, 124 VT, 125 V, 127 VT, 133 VT, 135 VT, 136 VT, 137 VT, 139 VT, 140 VT, 141 V, 142 V, 141 VT, 142 VT, 143 VT, 144 VT, 143 V, 145 VT, 147 V, 147 VF, 148 VF, 149 VT, 150 VT, 151 VT, 152 VT, 153 VT, 154 VT, 155 VT, 156 VT, 157 VT, 158 VT, 161 VT, 162 VT, 163VT, 164 VT, 165 VM, 167 VM, 168 VM, 169 VM, 170 VM, 171 VM, 172 VM, 174 VM, 175 VM, 176 VM, 177 V, 178 VM, 179 VM, 180 VM, 181 VT, 182 VT, 183 VT, 185 VT, 187 VT, 188 VT, 391, 392, 393, 394.

Students listed registered for certain courses in Groups VIII, IX and X will have an opportunity for the observation of instruction in nearby schools. Weekly conferences and reports will supplement the work of observation.

EDUCATIONAL RESEARCH

Besides the special courses of research offered in each Department, a special Research Department will be conducted by the joint Faculty Committee of the Department of Education. This Department will function in the form of a roundtable discussion of important educational problems. Meetings will be held twice a month in the University Library in the Bronx Branch, at which all Heads of Departments will be present, and at which one, in whose province lies the paper to be read, will lead the discussion.

UNDERGRADUATE

EDUC. 11 - 12.—History of Education. (4 points.)

A general survey of the History of Education from ancient times down to the present time. Particular attention will be given to the more important topics which require detailed and careful study. Text-book: *A Student's History of Education.*—Frank O'Graves. (Macmillan.) Reference Book: *A History of Education, Vols. I, II.*—Pierre Marique. (Fordham University Press.)

Thursday, 4-6, W. 758. LEO I. KEARNEY, M.A.
Both Semesters.

EDUC. 11 F - 12 F.—History of Education. (4 points.)

A repetition of EDUC. 11 - 12.

Tuesday, 4-6, F. Collins 23. PLOWDON STEVENS, B.A.
Both Semesters.

EDUC. 13 - 14.—Principles of Teaching. (4 points.)

This course is intended to be eminently practical. After a brief consideration of the more important principles contributed to education by religion, psychology, logic, biology, sociology and ethics, their practical application to the teacher's work will be examined and illustrated. The following are some of the topics treated: imitation, habit-formation and character-building; curiosity, attention and interest; the association of ideas and apperception; the fundamental methods of learning; culture *vs.* efficiency as educational aims.

Saturday, 9-10.40, W. L. 2. WILLIAM A. MURPHY, M.A.
Both Semesters.

EDUC. 13 F - 14 F.—Principles of Teaching. (4 points.)

A repetition of EDUC. 13 - 14.

Thursday, 4-6, F. 10. MARY M. WALDORF, Ph.D.
Both Semesters.

EDUC. 19 - 20.—Foundations of Method. (4 points.)

The acquisition of knowledge at first hand and at second hand; the means of acquiring facts; application of apperception, attention, interest in acquiring knowledge; the problem as a device for focusing attention and securing educative thought; the media of instruction; development lessons; use of deduction in gaining new knowledge or insight; educational value of verification; the value of laboratory work as a principle to be observed in all studies; practice, review, examinations and defects in teaching.

Text-book: *Beginning Teaching,* Avent.

Saturday, 1-2.40, W.L. 2. LEO I. KEARNEY, M.A.
Both Semesters.

EDUC. 19 F - 20 F.—Foundations of Method. (4 points.)

A repetition of EDUC. 19 - 20.

Monday, 4-6, F. 10. MARY M. WALDORF, Ph.D.
Both Semesters.

Educational Psychology.

(See EDUC. 101 C.)

Educational Measurements.

(See EDUC. 111 C - 112 C.)

School Management.

(See EDUC. 111 G - 112 G.)

Vocational Education.

(See EDUC. 101 V - 102 V.)

UNDERGRADUATE AND GRADUATE

EDUC. 101 A.—Historical Background of Modern Education. (2 points.)

After a brief survey of Eastern culture and education, the course takes up the study of the Greco-Roman world with a view to

determine its contributions to Christian thought and particularly to the content, aims, ideals, practices and institutions of Christian education.

Monday, 4-6, W. 812. PIERRE J. MARIQUE, Pd.D., Ph.D.
First Semester.

EDUC. 102 A.—Historical Background of Modern Education. (2 points.)

In this course are considered first the essential contributions of Christianity to education. Then the development of the Christian system of education is taken up from its beginnings to the fourteenth century.

Monday, 4-6, W. 812. PIERRE J. MARIQUE, Pd.D., Ph.D.
Second Semester.

EDUC. 103 A.—History of Education in Modern Times. (2 points.)

The transition period between the Middle Ages and the Eighteenth Century is covered. The course begins with a survey of the mediæval educational system and then deals with the following movements and their influence on education: The Renaissance, the Protestant Revolution, The Catholic Revival and the Early Scientific Movement. Special attention is given to the beginnings of Christian education in the United States.

Saturday, 10.40-12.30, W. 764. WALTER F. ROBINSON, Ph.D.
First Semester.

EDUC. 104 A.—History of Education in Modern Times. (2 points.)

A survey of the condition of the school in the Eighteenth Century and a brief consideration of the educational meaning of the enlightenment, the industrial and political revolutions which closed the century. The course then deals with the trend of educational theory in the Nineteenth Century, the changes in the practice of class-room teaching, the growth of national school systems and the multiplication of types of schools.

Saturday, 10.40-12.30, W. 764. WALTER F. ROBINSON, Ph.D.
Second Semester.

EDUC. 106 A.—History of American Education. (2 points.)

The course begins with a survey of colonial education, including Spanish, French and English; then follows the development of the educational system under foreign and home influences through the transition period, public school movement and expansion period since the Civil War. It treats of new theories and related practices, political, industrial and social changes affecting education. The period since 1865 is especially stressed.

Saturday, 1-2.40, W.L. 6. WALTER F. ROBINSON, Ph.D.
Second Semester.

EDUC. 101 B.—Philosophy of Education I. (2 points.)

Philosophy, science, history and religion; the nature and function of each and their relation to one another. The nature, function and scope of a philosophy of education; its relation to philosophy,

history, religion, the science of education and allied sciences. The nature and function of education; the individualistic, social, transcendental views. Education in the broad and narrow sense; general and special education. The concepts of learning, teaching, training and their relation to the nature of the soul, truth and life. Educational aims and ideals.

Saturday, 9-10.40, W. 764. Rev. William R. Kelly, M.A.
First Semester.

EDUC. 102 B.—Philosophy of Education II. (2 points.)

The content of education in past and present-day systems; the evaluation of its materials; their relation to the aim of education; the co-relation and grading of these materials; the logical, historical and psychological principles of grading; the assimilation of knowledge; its intellectual stages and corresponding lesson steps and lesson types; its relation to feeling and will; its logical aspect; the general problem of method.

Saturday, 9-10.40, W. 764. Rev. William R. Kelly, M.A.
Second Semester.

EDUC. 104 B.—Philosophy of Education III. (2 points.)

Principles of course of study, organization and their application to various branches. The educative process in actual operation; its essential conditions in the pupil, the teacher. Subject-matter and environment. Different types of instruction. Educational agencies: the home, the school, the State, the Church. The history of the school; different types of schools, their grading, correlation and function in the whole educational system. Teacher training.

Friday, 4-6, W. 812. Pierre J. Marique, Pd.D., Ph.D.
Second Semester.

EDUC. 105 B.—Principles of Education. (2 points.)

The aim of education in the United States. Principles underlying manual and vocational education; health education. Treatment of the basic methods of teaching in the elementary schools. An introduction to statistics and measurements. Required for license in New York City schools.

Saturday, 1-2.40, W.L. 7. William G. Wixted, Ph.D.
First Semester.

EDUC. 110 BT.—Educational Sociology. (2 points.)

Foundation: primary, intermediate, and secondary social groups in relation to the school.

Application: development of the modern school, socialization of modern school in its administration, discipline, curriculum, guidance, and methods.

Saturday, 11-1, Textile H. S. Claire Armstrong.
Second Semester.

EDUC. 101 C.—Educational Psychology. (2 points.)

This course will consider individual growth from factors dependent upon the nature of the soul, native equipment and environment, in so far as they influence human development, through the

acquisition of knowledge, skill, ideals and appreciations. Emphasis will be placed on the factors proper to teaching and learning. Special studies will be made of individual differences, correlation of abilities, measurements of mental capacities, as they are related to the educative process.

Saturday, 10.40-12.30, W. 762. MAURICE E. ROGALIN, Ph.D.
First Semester.

EDUC. 101 CF.—Educational Psychology. (2 points.)

A repetition of EDUC. 101 C.

Thursday, 4-6, F. 16. JOSEPH P. T. CALLAHAN, Ph.D.
First Semester.

EDUC. 106 C.—Psychology of Elementary School Branches. (2 points.)

This course will consider the dominant psychological elements involved in learning and teaching the subjects in the elementary school curriculum. Principles of Method peculiar to each will be evolved.

Saturday, 10.40-12.30, W. 762. MAURICE E. ROGALIN, Ph.D.
Second Semester.

EDUC. 111 C - 112 C.—Educational Measurements. (4 points.)

This course will survey the present-day movement in standardized tests. The uses and limitations of intelligence, achievement, diagnostic, prognostic tests will be investigated. The elements of statistics necessary for an understanding of standardized tests will be included.

Saturday, 9-10.40, W. 762. MAURICE E. ROGALIN, Ph.D.
Both Semesters.

EDUC. 111 CF - 112 CF.—Educational Measurements. (4 points.)

A repetition of EDUC. 111 C - 112 C.

Thursday, 4-6, F. 15. STEPHEN F. BAYNE, M.A.
Both Semesters.

EDUC. 114 C.—Diagnostic Testing and Remedial Instruction. (2 points.)

This course will investigate the cases of subnormal work in the several elementary school subjects as evidenced by the application of standardized tests and prescribe remedial treatment.
Only students who have completed courses in Psychology and Educational Measurements may register for this course.

Not given in 1929-30. MAURICE E. ROGALIN, Ph.D.

EDUC. 121 C.—Psychology of Exceptional Children. (2 points.)

This course will give a scientific outline for the study and treatment of children who deviate from the norm or usual. Feebleminded, nervous, psychopathic and delinquent cases will be studied. Definite and practical suggestions will be given as to diagnosis and prognosis. The accelerate, genius and specially-gifted child will also receive attention. A program as to method and curriculum will be outlined. This course should appeal especially

to teachers and supervisors who deal with the so-called problem child.

Saturday, 2.50-4.30, W. 808. JAMES M. O'GORMAN, M.A., D.Sc.
First Semester.

EDUC. 122 C.—Psychology of Exceptional Children. (2 points.)

A repetition of EDUC. 121 C.

Saturday, 2.50-4.30, W. 808. JAMES M. O'GORMAN, M.A., D.Sc.
Second Semester.

The following courses in Elementary School Supervision will cover thoroughly the requirements of the Board of Examiners of the New York City Board of Education for licenses as Principal and as Assistant to Principal in the Elementary Schools.

The hours announced indicate allowance for University credit towards Graduate and Undergraduate degrees. Required attendance at courses will exceed the number of hours for which credit is given.

The courses will include a review of the fields usually considered necessary to a background of general culture. Training in organization of thought and in the technique of written and oral exposition will be emphasized in connection with all courses.

Courses in Supervision may not be taken separately. Students must take all their courses either in Section A or Section B.

Students in training for the position of Assistant to Principal will be required to take courses marked Supervision, Parts 1 and 2; those in training for Principal, courses marked Supervision, Parts 1, 2 and 3.

Students may register on Friday, September 20, 1929, in Room 301 of Textile High School, 13th Street, east of Sixth Avenue, New York City.

Further information may be obtained by communicating with Dr. Nathan Peyser, 948 East 10th Street, Brooklyn, N. Y.

EDUC. 101 E.—Supervision of English. (2 points.)

Section A: ISAAC BILDERSEE, M.A.
Section B: NATHAN PEYSER, Ph.D.

EDUC. 103 E.—Supervision of Mathematics. (2 points.)

Section A: MAURICE A. GARFINKEL, M.A., LL.B.
Section B: NATHAN PEYSER, Ph.D.

EDUC. 105 E.—Supervision of Social Sciences. (2 points.)

Section A: MAURICE A. GARFINKEL, M.A., LL.B.
Section B: NATHAN PEYSER, Ph.D.

EDUC. 107 E.—Supervision of Special Subjects. (2 points.)

Section A: MAURICE A. GARFINKEL, M.A., LL.B.
Section B: NATHAN PEYSER, Ph.D.

NOTE: The above courses, which constitute Group I, will include an analysis of approved methods for supervision and the improvement of teaching, together with a complete and detailed study of the methods of teaching all the subjects included in the curriculum of the elementary schools. The influence of modern research and investigation upon the improvement of method will be considered in detail.

EDUC. 108 E.—Educational Bearings of Modern Psychology. (2 points.)

A survey of the field of psychology, including the newer theories and their application to modern educational thought and practice.

Section A: WILLIAM JANSEN, M.A.
Section B: NATHAN PEYSER, Ph.D.

EDUC. 111 E.—Administration of City Schools. (2 points.)

A survey of the underlying principles and practices entering into the organization and management of schools, with critical analysis of the newer developments in this field.

Section A: WILLIAM JANSEN, M.A.
Section B: NATHAN PEYSER, Ph.D.

EDUC. 113 E.—Educational Measurements. (2 points.)

The methods and materials of intelligence and achievement testing, standardized and new type examinations, the statistical procedures used in educational investigation and interpretation of data.

Section A: WILLIAM JANSEN, M.A.
Section B: NATHAN PEYSER, Ph.D.

EDUC. 115 E.—Seminar Groups in Current Problems.

A survey of modern educational thought and practice, based upon analyses of school situations, and reports upon observation of organization and procedure.

NOTE: The courses above, which constitute Group II, will include all topics in Management and Principles of Education required of applicants for supervisory positions in our large school systems.

EDUC. 117 E.—English and American Literature to 1800. (2 points.)

A comprehensive treatment of the factors of English and American literature, including both topical and chronological study.

Section A: ISAAC BILDERSEE, M.A.
Section B: NATHAN PEYSER, Ph.D.

EDUC. 118 E.—English and American Literature Since 1800. (2 points.)

A comprehensive treatment of the factors of English and American literature, including both topical and chronological study, with a special emphasis upon the factors in contemporary literature.

Section A: ISAAC BILDERSEE, M.A.
Section B: NATHAN PEYSER, Ph.D.

EDUC. 121 E.—Historic Origins of Educational Philosophy. (2 points.)

Section A: ISAAC BILDERSEE, M.A.
Section B: NATHAN PEYSER, Ph.D.

EDUC. 123 E.—Seminar groups in analysis of factors in contemporary culture, viewed in the light of historic origins.

NOTE: The above four courses constitute Group III. The courses marked EDUC. 121 E and EDUC. 123 E will include a detailed study of the history of education.

The schedule of classes for the above courses will be:

SECTION A:

Group I.—Saturdays, 9.30-12.30, Washington Irving H. S.
Room 527 (Principals).
Room 530 (Assistants to Principals).

Group II.—Wednesdays and Fridays, 4.15-6.00, Textile H. S.

SECTION B:

Group I.—Saturdays, 9.30-12.30, Washington Irving H. S., Room 502.

Group II.—Tuesdays and Wednesdays, 4.15-6.00, Textile H. S.

Group III.—Mondays and Fridays, 4.15-6.00, Textile H. S.

EDUC. 101 GF.—Principles and Methods of Secondary Education. (2 points.)

This course will aim to present knowledge of the needs and aptitudes of youth, with the accompanying effects upon courses of study, general method, discipline, outside activities and related topics. It will aim to show, further, that the guiding principles of secondary education should naturally be an outgrowth of study of the psychology of adolescence. The course should be of value to those who are interested in the special problems of secondary education.

Wednesday, 4-6, James Monroe H. S. HENRY E. HEIN, Ph.D.
First Semester.

EDUC. 102 G.—Principles and Methods of Secondary Education.

A repetition of the above.

Saturday, 10.40-12.30, W. 816. HENRY E. HEIN, Ph.D.
Second Semester.

EDUC. 111G - 112 G.—School Management. (4 points.)

The philosophy of supervision; the school principal; his relations to the public, the parents, the teachers, the pupils; the school building, equipment, supplies, etc.; organization of curriculum; classification of pupils; the teaching process, discipline, truancy; habit formation and routine.

Saturday, 9-10.40, W. 758. HENRY E. HEIN, Ph.D.
Both Semesters.

EDUC. 111 GF - 112 GF.—School Management. (4 points.)

A repetition of the above.

Tuesday, 4-6, F. 10. HENRY E. HEIN, Ph.D.
Both Semesters.

EDUC. 121 G.—Modern Tendencies in Education. (2 points.)

This course will investigate the more recent movements in school administration, management, methods of teaching and supervision and instruction.

Saturday, 10.40-12.30, W. 816. HENRY E. HEIN, Ph.D.
First Semester.

EDUC. 122 GF.—Modern Tendencies in Education. (2 points.)

A repetition of EDUC. 121 G.

Wednesday, 4-6, James Monroe H. S. HENRY E. HEIN, Ph.D.
Second Semester.

EDUC. 101 K - 102 K.—Technique of Teaching. (4 points.)

A course in general methods. Principles of teaching considered as an art; types of lessons; modern objectives in education and the adaptation of methods suitable for their attainment; practical applications for teachers and supervisors.

Saturday, 2.50-4.30, W. 770. PAUL A. KENNEDY, Ph.D.
Both Semesters.

EDUC. 105 K - 106 K.—Aids and Devices in Methods of Teaching. (4 points.)

This course aims to equip teachers with the most modern aids and devices in methods of teaching. It includes a study of procedure and material for more effective teaching and maximum pupil reaction.

Friday, 4-6, W. 2862. ANNA S. TOBIN, M.A.
Both Semesters.

EDUC. 105 KF - 106 KF.—Aids and Devices in Methods of Teaching. (4 points.)

A repetition of EDUC. 105 K - 106 K.

Monday, 4-6, F. 12. ANNA S. TOBIN, M.A.
Both Semesters.

EDUC. 107 K.—Extra Curricula Activities. (2 points.)

The relation of extra activities of school life as an aid and as a means of introducing the pupil to education for leisure time will be studied. The co-relation of these activities with the school curriculum and the relation of extra activities to the question of vocational guidance will be examined. Among the activities that will be considered are: athletics, with particular reference to the organization and management of competitions; the school newspaper, the school assembly.

Saturday, 2.50-4.30, W. 769. LEO I. KEARNEY, M.A.
First Semester.

EDUC. 108 K.—Extra Curricula Activities. (2 points.)

A repetition of EDUC. 107 K.

Saturday, 2.50-4.30, W. 769. LEO I. KEARNEY, M.A.
Second Semester.

NOTE: A thirty-hour course in Extra Curricula Activities is required by the Education Board of the State of New Jersey for higher license.

EDUC. 111 KF.—The Individual Pupil. (2 points.)

This course aims to aid the class-room teacher in application of modern procedures in determining individual needs, capacities and abilities and to reveal the practical application in the class-room of the theory of self-activity and pupil self-direction.

Measurement and remedial teaching; the Group Study Plan; the Dalton Plan; the Winnetka Plan and the Central City Plan are foci of discussion in the field of modern class-room technique. The text-books used are: *The Group Study Plan,* Maguire (Scribner's) and *The Individual Pupil,* Mort. (American Book Company.)

Monday, 4-6, F. 25. EDWARD R. MAGUIRE, LL.B.
First Semester.

EDUC. 112 KF.—The Individual Pupil. (2 points.)

A repetition of EDUC. 111 KF.

Monday, 4-6, F. 25. EDWARD R. MAGUIRE, LL.B.
Second Semester.

EDUC. 113 KT.—The Problem Boy. (2 points.)

A discussion of the pedagogical problems of the "problem boy" and a consideration of effective methods of handling the pupil.

Tuesday, 4-6, Textile H. S. BENJAMIN GREENBERG, M.A.
First Semester.

EDUC. 121 KF - 122 KF.—Problems in Elementary Class-room Teaching. (4 points.)

This course is designed to meet the needs of the elementary school teacher. The latest trends in teaching technique will be presented. The following topics will be treated: Technique of class-room management; discipline; special methods for slow pupils; the lesson types; the inductive lesson; the deductive lesson; the drill lesson; the review lesson; the assignment lesson; the study lesson; the appreciation lesson; the skilled mastery lesson; the project lesson; and the socialized recitation. Supervised study; remedial teaching.

Monday, 4-6, F. 12. ALBERT E. FLOOD, B.S.
Both Semesters.

EDUC. 121 KT - 122 KT.—Special Study Methods in the Elementary Schools. (4 points.)

The psychological principles underlying supervised and unsupervised study, together with their application to subjects in the curriculum and to home-work.

Thursday, 4-6, Textile H. S. EDWARD J. MCNALLY, B.S., LL.B.
First Semester.

EDUC. 123 KF.—Teaching the Major Subjects in the 4th, 5th and 6th Years. (2 points.)

This course treats of effective methodology in English, Arithmetic, History and Geography. Modern pedagogical thought is applied to actual class-room situations. Attention is also given to standardized tests in the various subjects and the teaching of children to study. The various new courses of study for New York City will be interpreted.

Friday, 4-6, F. 16. JOACHIM SCOPPA, M.A.
First Semester.

EDUC. 124 KF.—Teaching the Major Subjects in the 4th, 5th and 6th Years. (2 points.)

A repetition of EDUC. 123 KF.

Friday, 4-6, F. 16. JOACHIM SCOPPA, M.A.
Second Semester.

EDUC. 123 KT - 124 KT.—Teaching of Elementary School Subjects. (4 points.)

A study of the underlying laws, principles and methods of teaching the subject of the elementary school curriculum.

Monday, 4-6, Textile H. S. FRANCIS M. GREENBERG, B.A.
Both Semesters.

EDUC. 125 KF.—Methods and Problems of the Junior High School. (2 points.)

A practical treatment which deals with the philosophy, ethics and history of the junior high school, and is dominated by the idea of making spiritual aims practical and ideals functional through class-room procedure. These aims are sought through the development of an understanding and a technique with guidance, exploration, individual measurement, citizenship, character education and program-making.

Tuesday, 4-6, F. 16. EDWARD R. MAGUIRE, LL.B.
First Semester.

EDUC. 126 KF.—Methods and Problems of the Junior High School. (2 points.)

A repetition of EDUC. 125 KF.

Tuesday, 4-6, F. 16. EDWARD R. MAGUIRE, LL.B.
Second Semester.

EDUC. 131 K - 132 K.—Principles and Methods of Teaching Economics. (4 points.)

This course is devoted to a study of the problem of teaching economics to adolescent girls and boys. It will cover the general objectives and methods of teaching economics. Special emphasis will be placed on the concrete application of pedagogical principles to actual class-room situations.

Wednesday, 4-6, W. 748. EUGENE B. RILEY, M.A.
Both Semesters.

EDUC. 133 KF - 134 KF.—Teaching of English in Elementary Schools. (4 points.)

The various phases of the English course of study (reading, literature, memory work, dictation, composition, spelling, grammar) discussed with emphasis on underlying principles, methods of teaching, class-room procedure and devices, practical applications.

Monday, 4-6, F. 11. JOHN W. DAVIS, M.A.
Both Semesters.

EDUC. 133 KT - 134 KT.—Teaching English in Elementary Schools. (2 points.)

A discussion of modern trends in the teaching of English in grades 1A-6B, with consideration of educational principles as applied to the various branches of the subject.

Wednesday, 4-6, Textile H. S. EDWARD J. MCNALLY, B.S., LL.B.
Both Semesters.

EDUC. 135 K.—Teaching of English Composition in Secondary Schools. (2 points.)

The course aims to present the problem of written and oral composition in a practical way. Spelling, grammar. Student themes considered for form and content. Précis-writing. Student poetry. English composition. Scales. Supplementary aids. Discussions will be viewed in the light of the syllabi of New York and New Jersey.

Wednesday, 4-6, W. 816. JOSEPH F. MORIARTY, M.A., LL.B.
First Semester.

EDUC. 137 KF - 138 KF.—Teaching of Junior High School English. (4 points.)

Tuesday, 4-6, P. S. 27 (Bronx). WILLIAM O'FLAHERTY, M.A.
Both Semesters.

EDUC. 139 K - 140 K.—Teaching of English in Secondary Schools. (4 points.)

This course presents the entire work of high school teachers of English. It includes books usually studied in secondary school courses, and gives general instruction in all class-room and extra class-room work. It gives full preparation for the New York City examinations for license as teacher of English.

Tuesday, 4-6, W. 774. JESSE H. HALEY, M.A.
Both Semesters.

EDUC. 139 KF - 140 KF.—Teaching of English in Secondary Schools. (4 points.)

A repetition of the above.

Monday, 4-6, F. 16. JESSE H. HALEY, M.A.
Both Semesters.

EDUC. 141 KF.—Pedagogy of English Composition. (2 points.)

Thursday, 4-6, F. 21. REV. FRANCIS P. DONNELLY, S.J.
First Semester.

EDUC. 142 KF.—Study of Aesthetics. (2 points.)

Thursday, 4-6, F. 21. REV. FRANCIS P. DONNELLY, S.J.
Second Semester.

EDUC. 143 K.—Psychology and Pedagogy of Reading. (2 points.)

This course treats of the history and cultural value of reading, the relation of silent and oral reading in the present reading curriculum; the physiological basis of reading; growth stages in reading; diagnosis and remedial treatment of reading difficulties, measurement and development of silent reading ability.

Saturday, 2.50-4.30, W. 764. WILLIAM G. WIXTED, Ph.D.
First Semester.

EDUC. 145 KF.—Audible Poetry. (2 points.)

A course in the reading of poetry with special reference to the new syllabus of the city schools. It deals not only with the con-

tent of the poetry but with the mechanics of the voice, so that the teacher may instruct children on tone.

Thursday, 4-6, F. 16. EUGENE B. GARTLAN, M.A.
First Semester.

EDUC. 146 KF.—Audible Poetry. (2 points.)

A repetition of EDUC. 145 KF.

Thursday, 4-6, F. 15. EUGENE B. GARTLAN, M.A.
Second Semester.

EDUC. 147 KF - 148 KF.—Speech Improvement and Correction of Speech Defects. (4 points.)

A course designed to prepare teachers and supervisors to become specialists in the correction of stuttering, stammering, lisping and other functional speech disorders.

Theory: Classification of speech defects, correction of foreign accent—anatomy and physiology of the vocal organs. The central nervous system — The sympathetic nervous system, physiological causes of stammering and other speech defects. Psychic causes of stammering—The subjective and objective mind. General and special methods for correcting speech defects. Phonetics and speech improvement. The speech problem in the subnormal child. Advice to parents. Organization and administration of a speech improvement department.

Clinic: Intensive individual practice in diagnosis and treatment of children and adults who may apply for corrective treatment.

Tuesday, 4-6, F. 15. ESTA PASTEL, B.A.
Both Semesters.

EDUC. 149 K.—Methods and Devices in Teaching English to Non-English-Speaking Adults. (2 points.)

An outline of the general procedure of teaching English and citizenship and the special technique required with beginning and advanced groups of non-English-speaking adults will be presented, together with an outline of the procedure of naturalization and a discussion of a course of study in naturalization aids for aliens. Those satisfactorily completing the course will receive from the State Department of Education a certificate in immigrant training, which satisfies one of the requirements for eligibility to teach English and citizenship in the evening schools conducted by the Board of Education, and which also qualifies the teacher holding the same to meet the requirements for the maximum salary as a teacher of English and citizenship.

Thursday, 6-8, W. 779. JOHN D. MOFFETT, M.A.
First Semester.

EDUC. 151 KF - 152 KF.—Teaching of Geography. (4 points.)

The course comprises a comprehensive presentation of methods of teaching geography in elementary and junior high schools. Among the topics considered are the basis, objectives and divisions of the subject; sailor, regional and human geography; problems and projects; maps and map drawing; objective instruction,

excursions and visual aids; the curriculum; methods of study, recitation and supervised study in geography.

Tuesday, 4-6, F. 12. EUGENE B. GARTLAN, M.A.
Both Semesters.

EDUC. 155 K.—Teaching of Modern Languages in Secondary Schools. (2 points.)

The presentation of the progressive method of teaching languages in the junior and senior high schools will be given. The fundamental principles of modern language teaching will be examined in relation to the teaching process, as well as a discussion of such topics as course of study, grammar, composition, reading, etc. The course will deal with actual class-room technique, texts and methods. It will consist of lectures, discussions, personal and group projects and reports by members of the class. The course is intended for teachers of some experience who are able to discuss class problems.

Wednesday, 4-6, W. 746. JOHN M. PITTARO, M.A.
First Semester.

EDUC. 158 K.—Problems in Modern Language Teaching. (2 points.)

There will be detailed analysis of the principles and fundamentals applicable to all modern language teaching. The purpose of the course is the problem of selecting appropriate text-books. Representative grammars, readers, composition, annotated texts and modern language tests will be examined and discussed and sound criteria evolved.

Wednesday, 4-6, W. 746. JOHN M. PITTARO, M.A.
Second Semester.

EDUC. 159 K.—Teaching of French in Secondary Schools. (2 points.)

This course will include a study of the New York State syllabus for this subject. The matter will be presented from the point of view of recent text-books, methods of presentation, model lessons, historical background. The course, which is given in English, is planned for actual or prospective teachers of French.

RAPHAEL D'AMOUR, Ph.D.,

Given in Summer, 1930.

EDUC. 161 K - 162 K.—Teaching of German in Secondary Schools. (4 points.)

A course designed to be helpful to those associated with the teaching of German in junior high schools and secondary schools. Aims and objectives, methods, bibliography; term and course minima; lectures, research, reports, discussions.

Friday, 4-6, W. 740. ALFRED A. TAUSK, M.A.
Both Semesters.

EDUC. 163 K - 164 K.—Teaching of Latin in Secondary Schools. (4 points.)

Study of New York State Syllabus, and of the Report of the Classical Investigation. Examination of recent books for begin-

ners: reports on same. Teaching devices, recitation procedure, planning the work, etc. This course presupposes a knowledge of the subject-matter covered in the high school curriculum. The final examination will test candidates' knowledge of this subject-matter, as well as the candidates' ability to present it.

EDWARD J. KAVANAGH, M.A.

Given in Summer, 1930.

EDUC. 171 K - 172 K.—Teaching of History and Civics in Elementary Schools. (4 points.)

This course will consider the elementary school syllabus in history —its aims, its methods and its subject-matter. The chief topics will be so studied as to give the teacher the wider range of knowledge requisite in guiding pupils to organize their ideas and to see causes and results.

Saturday, 10.40-12.30, W. 768. EUGENE B. RILEY, M.A.
Both Semesters.

EDUC. 173 K - 174 K.—Teaching of History and Civics in Secondary Schools. (4 points.)

This course is devoted to a study of the general problems of history-teaching with special reference to the high school. It will consider the nature of history; its relation to other subjects, and its place in education; selection of subject-matter and its arrangement in courses of study; effective presentation of materials of instruction; judging text-books; collateral reading; testing results.

Friday, 4-6, W. 780. EUGENE B. RILEY, M.A.
Both Semesters.

EDUC. 177 KF - 178 KF.—Teaching of Arithmetic in Elementary Schools. (4 points.)

This course treats of modern methods of teaching arithmetic in the elementary schools. In addition to methods of presenting the various topics of the course of study in arithmetic, special attention will be paid to drills, habit formation, standard tests and measurements, and the applications of arithmetic to modern business life.

Tuesday, 4-6, F. 21. STEPHEN F. BAYNE, M.A.
Both Semesters.

EDUC. 179 K.—Teaching of Algebra. (2 points.)

Specific lessons according to the modern trends and tendencies. The course is intended: (1) To be helpful to present or prospective teachers of mathematics by affording opportunity for discussion of methods. (2) To present to students ideas of special method in mathematics so that they may discover a possible aptitude.

Saturday, 1-2.40, W. 762. ADOLPHUS A. LIPPE, M.A.
First Semester.

EDUC. 179 KF.—Teaching of Algebra. (2 points.)

A repetition of EDUC. 179 K.

Tuesday, 4-6, F. Collins 24. ADOLPHUS A. LIPPE, M.A.
First Semester.

EDUC. 182 K.—Teaching of Geometry. (2 points.)

Saturday, 1-2.40, W. 762. ADOLPHUS A. LIPPE, M.A.
Second Semester.

EDUC. 182 KF.—Teaching of Geometry. (2 points.)

A repetition of EDUC. 182 K.

Tuesday, 4-6, F. Collins 24. ADOLPHUS A. LIPPE, M.A.
Second Semester.

EDUC. 183 KF - 184 KF.—Teaching of Mathematics in the Junior High School. (4 points.)

Methods of presenting the subject-matter of the mathematics curriculum of the junior high school.

Thursday, 4-6, F. 10. SAMUEL WITHERS, M.A.
Both Semesters.

EDUC. 185 KT - 186 KT.—Principles and Methods of Teaching Music. (4 points.)

This course is designed to meet the needs of teachers and musicians who desire to prepare for teaching music in junior and senior high schools, and for those who desire to become Music Supervisors.

A study will be made of the New York City syllabus and the syllabi of some other localities. The most modern educational methods of teaching music will be stressed.

Monday, 4-6, Textile H. S. CATHERINE CONWAY.
Both Semesters.

EDUC. 187 KF - 188 KF.—Teaching the Physical Sciences in Secondary Schools. (4 points.)

This course will cover the general objectives and methods of teaching physics, chemistry and general science in the high school. Particular emphasis will be placed upon physics. All general principles discussed will be illustrated concretely by reference to particular demonstrations, laboratory experiments or lessons from the high school work. If it can be arranged, the class will meet occasionally in one of the city high schools to study typical high school science work.

Tuesday, 4-6, F. Collins 18. WALTER H. HANNAN, B.S.
Both Semesters.

EDUC. 191 K.—The Teaching of Christian Doctrine in Elementary Schools. (2 points.)

The aim of this course is: (1) to present the principles of education in their application to the teaching of Christian Doctrine; (2) to develop the statements of the Baltimore Catechism in such a way that the child will apply them to his social life; (3) to show the necessity of the application of Christian Doctrine principles to modern society.

Tuesday, 4-6, *or* MOTHER M. BOLTON, r.c.
Saturday, 2.30-4.30,
Cenacle of St. Regis, Riverside Drive at 140th St.
First Semester.

EDUC. 192 K.—The Teaching of Christian Doctrine in Elementary Schools. (2 points.)

A repetition of EDUC. 191 K.

Saturday, 2.30-4.30, Cenacle of St. Regis. MOTHER M. BOLTON, r.c.
Second Semester.

EDUC. 194 K.—Methods in Religious Instruction in Elementary Schools II. (2 points.)

The aim of this course will be to enable students to become familiar with the Bible and its use in the class-room. In the teaching of the Bible stories, the principles of education will be applied and demonstrated.

Tuesday, 4-6, Cenacle of St. Regis. MOTHER M. BOLTON, r.c.
Second Semester.

EDUC. 197 K.—Teaching of Religion in Secondary Schools. (2 points.)

Organization of course, objective, use of materials, methods, the reaching of both will and heart of the student. Practice teaching.

Texts: McMahon, Burns—*Some Methods of Teaching Religion.* (Oates and Washburne.)

REV. JOSEPH E. GRADY, M.A., Litt.D.

Given in Summer, 1930.

The Board of Examiners of the Board of Education requires 480 hours of approved industrial teacher training work for licenses to teach vocational or industrial arts or technical subjects in vocational or continuation schools.

To meet the above requirements, the following courses will be offered by the School of Education of Fordham University during the scholastic year 1929-1930.

It is the policy of the School of Education to adapt the hours of instruction to meet the requirements of the students, hence any or all of the following courses will be given in the evening if sufficient students register.

(NOTE: Courses will not be given when enrollment does not exceed fifteen students.)

EDUC. 101 V - 102 V.—Theory, Principles and Problems of Vocational Education. (4 points.)

This course covers the following topics on vocational education: (a) history, (b) sociological basis, (c) psychological basis, (d) types of vocational education, (e) legal provisions, (f) vocational problems, (g) occupational survey, etc.

Saturday, 1-2.40, W. 779. WILLIAM H. DOOLEY, Ph.D.
Both Semesters.

EDUC. 103 V - 104 V.—Practice Teaching. (2 points.)

This course will provide practice teaching in both day and evening vocational classes under supervision.

All those interested should consult Dr. Dooley at his office on Monday from 4-6.

Either Semester. WILLIAM H. DOOLEY, Ph.D.

EDUC. 105 V - 106 V.—Vocational Guidance. (4 points.)

This course will include the following topics: (a) historical development, (b) sociological and psychological practical application, (c) types of students.

Wednesday, 7-9, W. 2858. GEORGE F. PIGGOTT, JR., B.A.
Both Semesters.

EDUC. 107 V.—Principles of Teaching and Class Management, as Applied to Vocational Education. (2 points.)

This course will explain the principles of teaching and class management as applied to vocational and technical education.

Monday, 4-6, P. S. 27 (Manhattan). AUSTIN G. CLARK, B.A.
First Semester.

EDUC. 110 VT.—Psychology Underlying Vocational Education. (2 points.)

This course will emphasize the principles of psychology with applications to industry, and methods of teaching vocational subjects.

Monday, 4-6, Textile H. S. JOHN M. DONNELLY, B.S.
Second Semester.

EDUC. 115 V.—Methods of Teaching Related to Academic and Technical Subjects in Part-Time and Continuation Schools. (2 points.)

This course consists of the principles and methods of effective working of academic and related technical instruction.

Thursday, 6-8, W. 783. JOHN KIFFIN, LL.D.
First Semester.

EDUC. 117 VT - 118 VT.—Methods of Teaching Industrial Subjects in Part-Time Schools. (4 points.)

This course proposes to give that understanding of the pedagogical principles that underly the methods of teaching industrial subjects in part-time schools, which form a necessary part of the equipment of the successful Continuation School teacher.

The course will embrace both individual and group teaching methods. It will consist of laboratory work, lectures and the discussion of pertinent problems.

Tuesday, 4-6, Textile H. S. CHARLES W. LAFFIN.
Both Semesters.

EDUC. 119 VT.—Supervision and Administration of Part-Time, Trade and Technical Schools. (2 points.)

Supervision and administration: definition and principles. Functions of a supervisor relative to the school as a whole; in a specific shop or class-room.

Functions of the administrator relative to the school as a whole; in a specific shop or class-room. Rating an efficient vocational program. Problems of a principal.

The adolescent: vocational and educational guidance, and follow-up of students; modern apprenticeship programs.

Monday, 5.15-7, Textile H. S. MORTIMER C. RITTER
(124 W. 30th St.)
First Semester.

EDUC. 121 VT - 122 VT.—Principles, Practice and Methods of Physical Training and Organized Play. (4 points.)

This course will be of special interest to those who are preparing to teach physical training in the schools of New York City. It will also be of assistance to those who are teaching now, and who desire to take examinations for higher licenses.

The theory, practice and methods of physical training and organized play for the class-room, gymnasium and playground will be covered through the medium of lectures, discussions, assigned readings, lessons, observations and class teaching.

This course will help students and teachers to solve many problems arising in the management of and administration of large groups of children in the gymnasium and playground.

Monday, 4-6, Textile H. S. DANIEL M. ALPERIN, M.A.
Both Semesters.

EDUC. 123 VT - 124 VT.—Supervision and Administration in Physical and Health Education. (4 points.)

This course will aim to prepare teachers of physical training for supervisory positions in this and other school systems. Especial emphasis will be made on all phases of the activities involved in a modern health education program. A special group will be organized to include those who propose to prepare for the next examination for First Assistant in Physical and Health Education in the high schools.

The work will be covered through the medium of lectures, discussions, readings and reports.

Thursday, 4-6, Textile H. S. DANIEL M. ALPERIN, M.A.
Both Semesters.

EDUC. 125 V.—Food and Nutrition. (2 points.)

This is a practical course in the study of the basis of food selection. The essentials of an adequate diet for individuals and groups of different ages and different conditions of health and activity will be discussed. Special emphasis will be placed on the dietary needs of the growing child and the ways in which the parent or teacher who has a working knowledge of nutrition can contribute to the health and well-being of children by the practical application of the principles of nutrition to daily living. The course is open to men and women. It has been planned to meet the personal needs of a large number of individuals who desire information and help in the selection of an adequate diet. This course will be of special interest to social workers and teachers of home economics and health education. It should be equally helpful to elementary and high school teachers.

Saturday, 2-4, W. 740. HELEN LUDDELLE JONES.
First Semester.

EDUC. 127 VT.—Methods of Teaching Vocational Mathematics. (2 points.)

This course teaches methods and principles of mathematics underlying trade processes.

Monday, 4-6, Textile H. S. JOHN M. DONNELLY, B.S.
First Semester.

EDUC. 130 VT.—Methods of Teaching Vocational Science. (2 points.)

This course aims to consider the principles of sciences underlying the tools, machines and processes of the trades and industries.

Friday, 4-6, Textile High School. WILLIAM GRIMES, M.A.
Second Semester.

EDUC. 131 VF - 132 VF.—Industrial Art in Elementary and High Schools. (4 points.)

This course will consider the following topics: (a) history, (b) shop technique, (c) methods of teaching, (d) shop lessons, (e) tools, (f) special tools, (g) course of study in grades 6 to 9-B.

Tuesday, 4-6, P. S. 45 (Bronx). FELIX M. BEIN, B.S.
Both Semesters.

EDUC. 133 VT.—Textiles and Clothing. (2 points.)

The principles and methods of teaching textiles and clothing for teachers. A study of the manufacture of fabrics and clothing for those interested in the needle or textile trades. The course will consist of lectures supplemented with laboratory practice. Students will be taught to identify fabrics of all kinds, according to structure, composition and finish.

Monday, 4-6, Textile H. S. PHILIP O'BRIEN, M.A.
First Semester.

EDUC. 135 VT.—Garment Construction. (2 points.)

This course aims to give instruction and practice in planning, buying, designing, cutting, fitting and finishing garments for women and children. Patterns are made by drafting to individual measurements and by draping. It also gives training in the use of texture, line and color harmony for the various types of individuals.

Saturday, 10.40-12.30, Textile H. S. HELEN FINN, B.A.
First Semester.

EDUC. 136 VT.—Garment Construction. (2 points.)

A repetition of EDUC. 135 VT.

Saturday, 10.40-12.30, Textile H. S. HELEN FINN, B.A.
Second Semester.

EDUC. 137 VT.—Teaching of Garment Trade Subjects in Trade, Part-Time and Technical High Schools. (2 points.)

This course will cover the problems underlying the principles and methods of teaching garment trade subjects and will deal with the psychology of the adolescent and the methods to be employed by the instructor of the adolescent in the various types of schools.

Wednesday, 5.15-7, Textile H. S. MORTIMER C. RITTER
(124 W. 30th St.)
First Semester.

EDUC. 139 VT.—Principles and Methods of Teaching Home-Making. (2 points.)

This course includes the principles and methods of teaching home-making in elementary, junior and high schools.

Saturday, 9-10.40, Textile H. S. GRACE FERGUSON
First Semester.

EDUC. 140 VT.—Principles and Methods of Teaching Home-Making. (2 points.)

A repetition of EDUC. 139 VT.

Saturday, 9-10.40, Textile H. S. GRACE FERGUSON
Second Semester.

EDUC. 141 V - 142 V.—Methods of Teaching Commercial Subjects. (4 points.)

Presents, primarily, modern methods in teaching bookkeeping and accounting; also methods and typical lessons in business arithmetic, commercial law and office practice. Subject-matter thoroughly developed. Course is of value to those teaching or planning to teach commercial subjects, and also to those interested in administrative work.

Saturday, 1-2.40, W. 860. THOMAS A. SCANLAN, B.C.S., LL.B.
Both Semesters.

EDUC. 141 VT.—Methods of Teaching Commercial Subjects. (2 points.)

This course will consider the methodology needed for the proper presentation of elementary bookkeeping and business practice. A brief survey of the field of general methods will serve as an introduction to the more detailed consideration of special methods applicable to teaching the various topics included under the title of elementary bookkeeping. The necessary subject-matter will be reviewed in the course of the lectures.

Wednesday, 4-6, Textile H. S. LOUIS TANZ, M.A.
First Semester.

EDUC. 142 VT.—Methods of Teaching Commercial Subjects. (2 points.)

This is a continuation of the above course. The work will cover advanced bookkeeping, commercial arithmetic, commercial law and economic geography.

Wednesday, 4-6, Textile H. S. LOUIS TANZ, M.A.
Second Semester.

EDUC. 143 VT - 144 VT.—Methods of Teaching Secretarial Studies. (4 points.)

The course will include not only the methodology of each subject: stenography, typewriting, and office and business practice, but also an analysis of each subject. It will be conducted by means of lectures, class and individual assignments, reports and discussions and model lessons, criticisms, visits to offices, etc. The theory and the practice of each subject will be covered fully.

The course will prove of benefit to applicants for all junior and senior licenses.

Tuesday, 4-6, Textile H. S. ISAAC PRICE, M.A.
Both Semesters.

EDUC. 143 V.—Office Duties. (2 points.)

This is a content and method course with elementary and advanced application. The elementary phase deals with the problem of

junior business training in its current implications. The advanced phase is concerned with the problem of secretarial practice.

Thursday, 4-5.45, P. S. 27 (Manhattan). ARTHUR SUGARMAN, B.A.
First Semester.

EDUC. 145 VT.—Pitman Stenography. (2 points.)

A beginner's course in Pitman stenography.

Wednesday, 4-6, Textile H. S. DOROTHY CYRIAX, B.A.
First Semester.

EDUC. 147 V.—Teaching of Pitman Shorthand. (2 points.)

A detailed study and analysis of the learning processes involved is made the basis of the development of actual class-room procedure in the teaching of each principle of theory of the Pitman system of shorthand. Current thought in educational psychology is applied to the solution of the problems for both teacher and student in the acquisition of the theory and in the correct development of the note-taking habit.

ARTHUR SUGARMAN, B.A.

Monday, 4-5.45, P. S. 27 (Manhattan)
First Semester.

EDUC. 147 VF - 148 VF.—Methods of Teaching Pitman Stenography. (4 points.)

This is a course for present and prospective teachers. Class members will be required to prepare lesson plans on each "principle" and present them in class for discussion and criticism. This course, together with a 30-hour course in methods of typewriting, fulfills certain eligibility requirements approved by the Board of Examiners.

Wednesday, 4-6, F. 15. KATHERINE P. CONLON, Ph.D.
Both Semesters.

EDUC. 149 VT.—Gregg Shorthand I. (2 points.)

Content and method. A course intended for present and prospective teachers, designed to demonstrate the latest methods of teaching the subject. The essential theory of the system will be completed. Much writing and reading will be necessary to insure mastery of correct skills and methods.

Modern principles of psychology and pedagogy as applied to the subject will be described and discussed. No previous knowledge of the system required.

Saturday, 9-10, Textile H. S. ARTHUR SUGARMAN, B.A.
First Semester.

EDUC. 150 VT.—Gregg Shorthand II. (2 points.)

Content and method. A course for present and prospective teachers, demonstrating the latest methods of developing skill. Theory revision, practical abbreviations, with special emphasis on dictation practice and transcription. The relative importance of old and new teaching devices in the development of shorthand as a practical writing tool, and the application of these to the acquisition of skill by members of the class are the chief points to be stressed. The instructor is a personal representative of the author

of the system. The course is designed to meet the needs of those seeking teaching certification.

Saturday, 9-10.40, Textile H. S. ARTHUR SUGARMAN, B.A.
Second Semester.

EDUC. 151 VT - 152 VT.—Educational Problems in Shorthand. (2 points.)

Fundamental principles governing the construction of the Pitman and Gregg systems of shorthand will be studied. A comparative, critical analysis of these two systems will be made. Major problems confronting the teacher, irrespective of the system taught, will be discussed. Among these problems are the following: shorthand in the junior high school; shorthand and the student in the general course; restricted or open enrollment in the commercial course; proper articulation of the shorthand and typewriting skill development; organization of recitation classes on the basis of homogeneous or heterogeneous groups; uniform or differentiated standards of accomplishment; provision for individual differences and aptitudes in the establishment of term objectives; teaching assignments from term to term; tests; measurements; measuring the teaching accomplishment. Other similar problems will receive attention.

Thursday, 4-5.45, P.S. 27 (Manhattan). ARTHUR SUGARMAN, B.A.,
Both Semesters. AND ASSISTANT.

EDUC. 153 VT - 154 VT.—Typewriting. (4 points.)

Designed for those desiring to learn touch typewriting, and for teachers of typewriting who desire to learn an easy, rapid and thorough method of imparting instruction. Entirely new plan, "The Habit-formation Method." Proper manipulation of the machine; correct fingering; typing of straight matter; typing of letters; tabulation. Novel set of fingering exercises. Definite, effective plan for each lesson in every grade of typewriting.

This course is intended especially for teachers and students who wish to study typewriting for their individual needs. It is specially planned to give a thorough mastery of typewriting skill in the shortest possible time, and will prove a great aid to efficiency in the work of student or teacher.

Saturday, 9-10.40, Textile H. S. HENRY J. FOLEY, B.S.
Both Semesters.

EDUC. 155 VT - 156 VT.—Methods in Typewriting. (4 points.)

A detailed technique will be outlined for the development of rhythm drills, speed and artistic arrangement of typewritten letters, envelopes, business forms, etc. Special attention will be centered on the teaching of tabulation and the transcription of shorthand notes.

Saturday, 10.40-12.30, Textile H. S. HENRY J. FOLEY, B.S.
Both Semesters.

EDUC. 157 V - 158 V.—Library Science. (8 points.)

For outline of course, see page 132.

Saturday, 9-2.30, Cathedral School. MARY MCDONNELL, B.A.,
Both Semesters. AND ASSISTANTS.

NOTE: The following courses are carefully planned to give an effective foundation of art training to be supplemented by method courses. It is the sense of the faculty that content courses should first be pursued before method courses are taken.

Teachers who complete 64 points of content and method courses in Art, plus 64 points of general and educational subjects as outlined on page — will be considered eligible for the degree of B.S. in art education.

EDUC. 161 VT - 162 VT.—Design I. (4 points.)

This course consists of lecture and studio work involving the fundamental elements of arrangement, such as rhythm, balance and harmony, that are the balance of all art work.

Wednesday, 4-6, Textile H. S. MARIE T. MARIQUE, M.A.
Both Semesters.

EDUC. 163 VT - 164 VT.—Design II. 4 points.)

(Prerequisite: Design I or its equivalent.)

This course consists of lecture and studio work on the principles of design.

Friday, 4-6, Textile H. S. MARIE T. MARIQUE, M.A.
Both Semesters.

EDUC. 165 VM.—Creative Design I. (2 points.)

This course is intended to develop individual expression through design and will draw from museum sources for subject-matter and inspiration. The use and adaptation of reference material for design purposes and the application of design to textiles, block print and batik will form a definite part of the course. Some emphasis will be placed upon methods of teaching design in junior and in senior high schools.

MARY E. RAGAN, M.A.

Saturday, 10.50-12.30, Museum of Natural History.
First Semester.

EDUC. 167 VM.—Creative Design II. (2 points.)

An advanced course which will follow the plan outlined under EDUC. 165 VM.

MARY E. RAGAN, M.A.

Saturday, 9-10.40, Museum of Natural History.
Second Semester.

EDUC. 168 VM.—Creative Design II. (2 points.)

A repetition of EDUC. 167 VM.

MARY E. RAGAN, M.A.

Saturday, 9-10.40, Museum of Natural History.
Second Semester.

EDUC. 169 VM - 170 VM.—Drawing and Composition. (4 points.)

This course aims to encourage individual experiment with various media—pencil, charcoal and color, and to stimulate the growth of creative expression by means of a wide range of techniques. The

museum collections offer a rich fund of interesting material for use as models. Pencil contour drawing. Tone modeling from costumed figure and still life. Exercises in the functional quality of color.

ANNA M. SCIPP, M.A.

Saturdays, 9-10.40, Museum of Natural History, Room 203.
Both Semesters.

EDUC. 171 VM.—Art Appreciation I. (2 points.)

This course includes discussion and evaluation of essential subject-matter and teaching art appreciation in junior and senior high schools. The State syllabus in art and other art curricula are studied and adaptations planned to fit the needs of different school communities. The work of the first term centers on subject-matter.

VIRGINIA MURPHY, M.A.

Saturday, 9-10.40, Museum of Natural History.
First Semester.

EDUC. 172 VM.—Art Appreciation I. (2 points.)

A repetition of EDUC. 171 VM.

VIRGINIA MURPHY, M.A.

Saturday, 9-10.40, Museum of Natural History.
Second Semester.

EDUC. 174 VM.—Art Appreciation II. (2 points.)

A continuation of EDUC. 171 VM, with special emphasis on methods of teaching.

VIRGINIA MURPHY, M.A.

Saturday, 10.50-12.30, Museum of Natural History.
Second Semester.

EDUC. 175 VM - 176 VM.—Art Backgrounds. (4 points.)

This course traces the development of civilization to the present time through the study of painting, sculpture, architecture and the applied arts. Art collections in American and European galleries are included in the survey. The course aims to develop a sympathetic attitude towards all art expressions. It is also a preparation towards the aesthetic enjoyment of European travel.

M. ROSE COLLINS, B.S.

Saturday, 11.30-1.10, Metropolitan Museum of Art, Room B.
Both Semesters.

EDUC. 177 VM - 178 VM.—The Pageantry of the Middle Ages. (4 points.)

This course aims to present a study of the forces that swept through and dominated mediæval culture. Since no discussion of this period can be complete without the recognition of its overwhelming Catholic character, the course will show how the faith of the age welded all its forces into a harmonious whole. It will present the major and minor strains and forces that affected the art, literature, homes and customs of those days and make them particularly interesting. It will indicate the currents of these

forces in the stream of modern life. The material will be considered from the artistic and from the literary viewpoints and will stress their respective bearings on education, considered not as the product of the schools, but as the completely rounded development of the individual.

MARIE T. MARIQUE, M.A.
GERTRUDE T. MURPHY, M.A.

Metropolitan Museum of Art.
Both Semesters.

EDUC. 179 VM - 180 VM.—The Pageantry of Modern Times. (4 points.)

This course will be offered as a sequel to EDUC. 177 VM - 178 VM. In treatment it will be the same, covering instead of the Middle Ages the artistic and literary periods and movements designated as the Renaissance, Decadence, Pseudo-Classicism, the Baroque and Romanticism.

MARIE T. MARIQUE, M.A.
GERTRUDE T. MURPHY, M.A.

Given in 1930-1931.

EDUC. 181 VT - 182 VT.—Life Class and Costume Illustration. (4 points.)

This course consists in the principles underlying the theory and practice of making costume illustrations. The following topics are considered: (a) The figure. Proportion, standard measurements, trade measurements, etc. Action, figure sketch from living models. Pose in relation to costume display. (b) Dress. General characteristics. Effect of line, space and color on figure. (c) Color. (d) Design.

Saturday, 10.40-12.30, Textile H. S. CLAIRE ARMSTRONG
Both Semesters.

EDUC. 183 VT.—Interior Decoration. (2 points.)

Color theory; application to home decoration; various color combinations for harmony and contrast; furniture of various periods; wallpaper design; carpet and rug design.

Wednesday, 4-6, Textile H. S. ALICE STOKES.
First Semester.

EDUC. 185 VT.—Manual and Graphic Arts. (2 points.)

This course includes the theory and practice of (a) working drawings for shop work, (b) styles of lettering, (c) art as applied to photo-engraving, (d) clay art work.

Saturday, 10.40-12.30, Textile H. S. HENRY COOPERMAN, B.A.
First Semester.

EDUC. 187 VT - 188 VT.—Methods of Teaching Art. (2 points.)

This course consists of the theory and practice of the best methods of teaching art subjects. Among some of the topics considered

are: classification of students; selection and organization of subject-matter; studio equipment; extra curricular activities and professional growth of teacher.

Saturday, 9-10.40, Textile H. S. CLAIRE ARMSTRONG.
Both Semesters.

GRADUATE

EDUC. 203.—Comparative Education I. (2 points.)

(Prerequisite: EDUC. 104 A.)

A comparative study of the historical development of the more important national systems of education in the Nineteenth Century.

Given in 1930-1931. PIERRE J. MARIQUE, Pd.D., Ph.D.

EDUC. 204.—Comparative Education II. (2 points.)

(Prerequisite: EDUC. 104 A.)

A comparative study of the historical development of a few state systems of education in the United States.

Given in 1930-1931. PIERRE J. MARIQUE, Pd.D., Ph.D.

EDUC. 211.—Naturalism in Education. (2 points.)

(Prerequisites: EDUC. 104 A and PHIL. 113 - 114 or their equivalent.)

After a brief survey of the modern systems of philosophy which claim the study of nature as their fountain head, the course will consider their influence on teacher training, educational aims, ideals, content, and, incidentally, on literature, art and ethics.

Given in 1930-1931. PIERRE J. MARIQUE, Pd.D., Ph.D.

EDUC. 214.—Nationalism in Education. (2 points.)

A comparative study of the Christian and revived pagan concepts of the State and the bearing of these two concepts on educational policy, especially in the last hundred years. (*Cf.* POL. 101 - 102.)

Given in 1930-1931. PIERRE J. MARIQUE, Pd.D., Ph.D.

EDUC. 221.—Industrial Education I. (2 points.)

(Prerequisite: EDUC. 104 A.)

After a brief survey of industrial education before the Nineteenth Century, the course will consider the changes in aims, content, types of schools following the Industrial Revolution.

Given in 1930-1931. PIERRE J. MARIQUE, Pd.D., Ph.D.

EDUC. 222.—Industrial Education II. (2 points.)

(Prerequisites: EDUC. 104 A and EDUC. 221.)

A continuation of the above, the course now dealing especially with industrial education in the United States in the last twenty-five years.

Given in 1930-1931. WILLIAM H. DOOLEY, Ph.D.

EDUC. 231 - 232.—Educational Classics. (4 points.)

(Prerequisite: EDUC. 101 A - 102 A.)

A critical study of the more important educational treatises in classical antiquity and in the Middle Ages. During the second semester modern times will be considered.

Given in 1930-1931. WALTER F. ROBINSON, Ph.D.

EDUC. 241.—Problems in the Management of a Parochial School. (2 points.)

Given in 1930-1931. REV. WILLIAM R. KELLY, M.A.

SEMINARS

Seminars are open only to graduate students. They may be taken either or both semesters, according to graduate requirements.

EDUC. 311 - 312.—Seminar in the History of Education. (4 points.)

Tuesday, 4-6, W. 812. PIERRE J. MARIQUE, Pd.D., Ph.D.
Both Semesters.

EDUC. 313 - 314.—Research in the History and Philosophy of Education. (4 points.)

For graduate students who are actually preparing a dissertation for the Doctor's degree in the field of history or philosophy of education.

Wednesday, 4-6, W. 812. PIERRE J. MARIQUE, Pd.D., Ph.D.
Both Semesters.

EDUC. 321 - 322.—Seminar in the Philosophy of Education. (4 points.)

Thursday, 4-6, W. 812. PIERRE J. MARIQUE, Pd.D., Ph.D.
Both Semesters.

EDUC. 331 - 332.—Seminar in Psychology and Measurements. (4 points.)

Friday, 4-6, W. 770. MAURICE E. ROGALIN, Ph.D.
Both Semesters.

EDUC. 335 - 336.—Research in Educational Psychology and Measurements. (4 points.)

Open to qualified candidates for the Doctorate of Philosophy who are majoring in educational psychology or educational measurements.

Saturday, 1-2.40, W. 744. MAURICE E. ROGALIN, Ph.D.
First Semester.

EDUC. 351 - 352.—Seminar in School Management. (4 points.)

Saturday, 1-2.40, W. 758. HENRY E. HEIN, Ph.D.
Both Semesters.

EDUC. 361 - 362.—Seminar in Methods. (4 points.)

Saturday, 9-10.40, W. 770. PAUL A. KENNEDY, Ph.D.
Both Semesters.

EDUC. 391 - 392.—Seminar in Vocational Education. (4 points.)

Saturday, 10.40-12.30, W. 812. WILLIAM H. DOOLEY, Ph. D.
Both Semesters.

EDUC. 393 - 394.—Research in Vocational Education.

Opportunity will be provided for research work in any problem in vocational education. Teachers or principals who are doing experimental or pioneer work or investigation may receive assistance from the instructor and offer the results of field work to the extent of two points a term.

All interested in this course may commmunicate with Dr. Dooley for an appointment.

ENGLISH

FACULTY COMMITTEE

Contemporary Literature, Literary Types and Forms:

Head of Department and Chairman of Faculty Committee: JOSEPH F. CASHMAN, Ph.D.

Conference hours—Tuesday and Thursday, 3.30-4.

Literary Criticism:

Head of Department: JOHN H. SCHIESWOHL, M.A.

Literary Backgrounds:

Head of Department: REV. AUGUSTUS M. FREMGEN, S.J.

Historical Surveys:

Head of Department: REV. JOHN P. MONAGHAN, B.D., Ph.D.

Old English:

Head of Department: JOHN REBER, M.A.

Sixteenth and Seventeenth Centuries:

Head of Department: ERNEST S. QUIMBY, M.A.

Nineteenth Century:

Head of Department: JESSE H. HALEY, M.A.

Secretary, Department of English: JAMES E. TOBIN, M.A.

SPECIAL REQUIREMENTS

The general requirements for graduate degrees, including mention of language examinations, has been stated heretofore. The special quirements for the Department of English are as follows:

No fixed number of courses is required for graduate degrees, but a total of 22 credits in English may be considered the minimum credit for the major. Of this number the student is required to choose one thirty-hour course from each of the following divisions: criticism, types and backgrounds. He should further choose at least one thirty-hour course to acquaint himself with the literary progress of some particular century.

All graduate students in English must satisfactorily complete a sixty-hour course in either Chaucer or Anglo-Saxon for the Master's degree, and sixty-hour courses in Anglo-Saxon, Chaucer and History of Language for the Ph.D. Thirty hours of seminar work are required for M.A. candidates; Ph.D. candidates must complete sixty seminar hours.

Students are free to select among the remaining courses of the department for the aggregate required. This should be done, however, with the advice of the head of the department. Care should be taken that elective courses be related to the field of specialized study: a mere total of twenty-two credits does not warrant the faculty committee to allow the candidate to begin work on his dissertation. The candidate should determine early in his course whether he shall concern himself with specialized research in backgrounds of English literature, or with the early English period, or with the sixteenth, seventeenth, eighteenth, nineteenth or contemporary centuries.

The remaining eight credits which comprise the minor, and make the minimum total for a graduate degree thirty credits, may be chosen from courses offered in or out of the Department of English. They need not all be taken in one department. It is to be realized that the work of the minor should supplement the work followed in the major field. Hence the students should select courses closely allied with the work of the major, e.g., such studies as the History of Philosophy, History of England, Philosophy of Government, Historical Research, the Teaching of English, the survey courses in the literature of France, Germany, Italy and Spain.

Since students must take preliminary examinations both for the M.A. and for the Ph.D. degrees, and since these examinations are designed to discover not merely the results of the work done, but also of independent study, students are advised to take such supplementary courses as they consider of benefit for such examinations.

The examinations for the M.A. will consist of: (a) a comprehensive examination in the History of English and American Literature and (b) an examination in the field of specialization the student has chosen for his study. The examination preliminary to work on the doctor's dissertation is a comprehensive probing into the results of study pursued up to that point of the candidate's career.

UNDERGRADUATE

ENG. 11 - 12.—Precepts of Poetry. (2 points.)

(Required.)

The definition of literature. Characteristic qualities of the art. The four elements of literature: emotion, imagination, thought and form. The nature and province of poetry. The function of the imagination. The intellectual element and points of form.

Monday, 4-6, W. 762. JOSEPH F. MORIARTY, M.A., LL.B.
Either Semester.

ENG. 13 - 14.—Precepts of Rhetoric and Oratory. (2 points.)

(Required.)

The theory of oratory. Analysis of oratorical masterpieces. Historical survey of the great orators. The preparation of briefs and the composition of speeches.

Monday, 4-6, W. 769. JOHN H. SCHWIESWOHL, M.A.
Either Semester.

ENG. 15 - 16.—Rhetoric and Oratory. (6 points.)

The course includes a study of the four types of composition with special emphasis on argumentation. The class is required to write briefs on assigned topics and to develop these briefs into argumentative essays and addresses. While attention is given to debating, greater insistence is placed on argument as a special procedure to arrive at truth. Selected speeches and argumentative essays are read intensively and discussed in class. Some are briefed and analyzed for form, others are read for substance only, all are selected as especially suitable for the development of the power of reflective reading.

Three hours a week, through both semesters, morning session, St. John's College, Manhattan Division.

RAYMOND F. O'BRIEN, M.A., LL.B.

ENG. 15 - 16.—Rhetoric and Oratorical Composition. (6 points.)

This course will aim at teaching the composition of the four types of discourse. Style building will be stressed. A careful study will be made of the essay and other forms of prose discourse. The course is designed for the training of students in the art of clear, simple, direct expression. Interpretation and analysis of the best prose will constitute part of the work. Oral composition and written themes will be required fortnightly. Criticism and class discussion will feature the second semester.

Three hours a week, through both semesters, evening session, St. John's College, Manhattan Division.

GEORGE G. SULLIVAN, Ph.D.

ENG. 21 - 22.—History of English Literature to 1800. (2 points.)

(Required.)

History of English literature from Beowulf to the Restoration. The development of prose and poetry. The growing interest in the drama. Shakespeare. Poetic and dramatic study and analysis of *Macbeth, As You Like It, The Tempest.*

Wednesday, 4-6, W. 744. JESSE H. HALEY, M.A.
Either Semester.

ENG. 21 F - 22 F.—History English Literature to 1800. (2 points.)

A repetition of ENG. 21 - 22.

Friday, 4-6, F. 15. JESSE H. HALEY, M.A.
Either Semester.

ENG. 23 - 24.—History of English Literature from 1800. (2 points.)

(Required.)

History of English literature from the Restoration to the present time. The classical, romantic and realistic schools. The development of the novel and the essay. Reading and study of the prose writers of the Eighteenth and Nineteenth Centuries.

Study and application of the principles of style and literary criticism. Written exercises in prose composition.

Saturday, 9-10.40, W.L. 1. JESSE H. HALEY, M.A.
Either Semester.

ENG. 25.—English Literature and Composition. (3 points.)

The period of English literature from Beowulf to the Augustan age. The principles of the drama and the short story. Drama in the Middle Ages, the Elizabethan Age, the Restoration. The mediæval legends. The four great figures: Chaucer, Spenser, Shakespeare and Milton. Composition exercises in appreciation and criticism.

Three hours a week during the first semester; morning or evening session, St. John's College, Manhattan Division.

JOSEPH F. MORIARTY, M.A.
GEORGE G. SULLIVAN, Ph.D.
JAMES E. TOBIN, M.A.

ENG. 26.—English Literature and Composition. (3 points.)

The period of English literature from Pope to the present day. The principles of poetry; consideration of the essay, the novel. The beginnings of criticism and prose fiction. Classicism. Journalism. The romantic movement. The social movement of the Nineteenth Century. Written exercises in prose composition.

Three hours a week during the second semester; morning or evening session, St. John's College, Manhattan Division.

JOSEPH F. MORIARTY, M.A.
GEORGE G. SULLIVAN, Ph.D.
JAMES E. TOBIN, M.A.

ENG. 27.—English Composition I. (2 points.)

The word, the sentence, the paragraph as a whole; unity, coherence and emphasis in plan and paragraph. Discussion and informal argument, organization of material for effective presentation.

Saturday, 2.50-4.30, W. 762. FRANCES P. KILLCOYNE, M.A.
First Semester.

ENG. 28.—English Composition II. (2 points.)

A study and practice of the uses, characteristics and methods involved in description. A study and practice of the uses, charac-

teristics and methods involved in narration; characterization, action without plot, action with plot—in stories.

Saturday, 2.50-4.30, W. 762. FRANCES P. KILLCOYNE, M.A.
Second Semester.

ENG. 27 - 28.—English Literature and Composition. (6 points.)

A repetition of ENG. 25 and 26, given in the afternoon session (Feb.-Sept., 1930), St. John's College, Manhattan Division.

RAYMOND F. O'BRIEN, M.A., LL.B.

ENG. 29.—American Literature. (2 points.)

A brief survey of colonial literature will be followed by a critical appreciation of the literary development of this country from Irving and Cooper to the present time. The origin and development of the American forms of the short story. The Eighteen-Nineties in America. The beginnings of the new forms. Reading and study of the leading authors of each period.

Saturday, 10.40-12.30, W.L. 1. JESSE H. HALEY, M.A.
First Semester.

ENG. 29 F.—American Literature. (2 points.)

A repetition of ENG. 29.

Friday, 4-6, F. 12. MARY C. GRAHAM, B.A.
First Semester.

ENG. 35 - 36.—English Composition I. (2 points.)
(Required.)

This course will consist of practical, advanced work, based upon the consideration of diction, of sentence structure, and of paragraph development. It aims at the correction of errors commonly found in the written work of advanced students. The laboratory method will afford regular exercise during every session. Longer essays will give opportunity for original work in exposition.
Students should own a copy of *A College Handbook of Writing,* George B. Woods. (Doubleday, Doran.)

Thursday, 4-6, W. 775. JOHN H. SCHIESWOHL, M.A.
Either Semester.

ENG. 37 - 38.—English Composition II. (2 points.)
(Required.)

This course will consist of practical work in the writing of the following types of literature: the critical essay, the feature article, the editorial, the interview, the informal argument, the business letter, the after-dinner speech, the satire, the parody, the character sketch, the local color study, the dialogue, the episode, the familiar essay. The work will be profitable to those who, having a mastery over the mechanics of writing, desire a further knowledge of the modern applications of narration, description and argumentation.
Students should own a copy of *Writing by Types,* Baugh, Kitchen and Black. (The Century Company.)

Friday, 4-6, W. 775. JOHN H. SCHIESWOHL, M.A.
Either Semester.

ENG. 41 - 42.—Business English. (2 points.)

(Required for Business Administration students.)

This course is especially designed to train the student to express his thoughts clearly and concisely and in accordance with the requirements of modern business. The essentials of business correspondence are clearly outlined, leading up to a thorough survey of the entire field of business writing, with special attention paid to report writing.

Wednesday, 6-8, W. 764. JOSEPH F. O'BRIEN.
Both Semesters.

ENG. 51 - 52.—Public Speaking I. (2 points.)

This course covers a practical study of English phonetics. Attention is given to the correct vowel and consonant sounds, together with the mechanics of voice and speech. Breathing exercises, vocal gymnastics and speech defects are given special attention. Literary interpretation will constitute the work of the second semester. Emphasis will be placed on the oral presentation of the various forms of poetry and prose. Platform reading and rehearsal of ancient and modern drama will be included in this work.

One hour a week through both semesters, morning session, St. John's College, Manhattan Division.

GEORGE G. SULLIVAN, Ph.D.

ENG. 51 - 52.—Public Speaking I. (2 points.)

The general objectives of the course are to develop better speech habits, greater poise and self-control and the power of strong, serious expression, as well as to correct glaring speech defects and marked foreign accent. The following technical considerations are made: qualities of the ideal speaker; essential nature of a public address; manifestation of conversational quality; fundamental points of departure; various forms of public address and their uses; advantages of extemporaneity; structural fundamentals of any speech; the nature of spoken rhythm; fundamental demands made by all audiences; audience psychology. Assignments will include the critique of a worth-while play, lecture, person, speech, and book, delivered extemporaneously from carefully prepared, brief outlines.

One hour a week, through both semesters, evening session, St. John's College, Manhattan Division.

JOHN B. SCHAMUS, B.S.

ENG. 53 - 54.—Public Speaking I. (2 points.)

A repetition of ENG. 51 - 52.
One hour a week through both semesters, afternoon session (Feb.-Sept., 1930), St. John's College, Manhattan Division.

RAYMOND F. O'BRIEN, M.A., LL.B.

ENG. 55 - 56.—Public Speaking II. (2 points.)

Continuation of the study of audience psychology; nature of applause and its significance; essential difference between emotion and sentiment and the speaker's responsibility. The occasional speech and its uses also is considered. Study is made of the struc-

ture of the speech of introduction; of appreciation; of welcome; of congratulation; of acceptance; of invective; the speech in plea for a cause. Assignments will be required in the way of an example of each of the above types of speech.

One hour a week, through both semesters, evening session, St. John's College, Manhattan Division.

Not given in 1930. JOHN B. SCHAMUS, B.S.

ENG. 55 - 56.—Public Speaking II. (2 points.)

This course comprises the practical application of the principles enunciated in ENG. 51 - 52. The narrative poem, the essay and the oration will be carefully studied and analyzed. Stress will be placed upon the after-dinner speech, the impromptu speech and the debate. Attention will be given to the correction of speech defects. Voice production will constitute an important part of the course.

One hour a week, through both semesters, evening session, St. John's College, Manhattan Division.

RAYMOND F. O'BRIEN, M.A., LL.B.
GEORGE G. SULLIVAN, Ph.D.

UNDERGRADUATE AND GRADUATE

ENG. 101 A - 102 A.—The Philosophy of Literature. (4 points.)

This course will explain the basic factors that make sound and noble literature. It will start with a consideration of the Scholastic philosophical aspects of the beautiful and of the good. On this philosophy as a foundation, it will construct a definition of literature, and will explain its benefits. It will demonstrate how much of what is called literature violates the principles both of logic and of esthetics. It will show how the Catholic norms of literary criticism are not only ethically correct, but also philosophically sound. Illustrative material will be taken mainly from the modern authors.

Saturday, 10.40-12.30, W. 775. JOHN H. SCHIESWOHL, M.A.
Both Semesters.

ENG. 109 A - 110 A.—The Development of the Lyric in English Literature. (4 points.)

Nature and scope of the lyric. Types of the lyric. Early lyrics. Spenser's importance in this development. Lyrics and lyric passages from the Elizabethan dramatists. The lyric analyzed according to thought, emotion, expression, metrical form. Special attention will be paid to the works of the following poets: the Cavalier Poets, Gray, Collins, Burns, Wordsworth, Shelley, Keats, Byron, Tennyson, Browning, Swinburne, Arnold, Francis Thompson.

Wednesday, 4-6, W. 768. MAUDE E. GREENE, Ph.D
Both Semesters.

ENG. 111 A - 112 A.—The Development of the English Novel. (4 points.)

Literary forms that contributed to the novel. Historical development of the novel in the Eighteenth and Nineteenth Centuries. Contemporary novelists and movements. Technique of the novel.

Monday, 4-6, W. 740. ALEXANDER J. O'NEIL, M.A.
Both Semesters.

ENG. 113 A - 114 A.—The Development of the Essay. (4 points.)

This course surveys the evolution of the essay as a form of literature and emphasizes the individuality of the authors as cultural and spiritual forces. The essay is discussed from its beginnings to the present; its masters are read chronologically from Montaigne to Repplier; and types such as the personal of Lamb and Stevenson, the character-writing of La Bruyére and Goldsmith, the descriptive of Jefferies and Beebe, the critical of Addison and Newman, and the reflective of Bacon and Thompson—are treated in detail.

Students should own: Wann: *Century Readings in the English Essay.*

Saturday, 10.40-12.30, W.L. 4. ERNEST S. QUIMBY, M.A.
Both Semesters.

ENG. 115 A - 116 A.—The Development of English Prose. (4 points.)

Selections from the makers of English prose are read chronologically with a view to acquiring the power to appreciate prose as a literary form. Types such as the early prose of Rolle; the euphuism of Lyly; the arcadianism of Sidney; the ornate of Browne; the augustan of Addison; and the rhythmical elaborate of De Quincey are examined in relation to the history of the sentence, of the paragraph, and of English prose rhythm.

Students should own: Manly: *English Prose;* Alden: *Readings in English Prose of the Nineteenth Century.*

Thursday, 4-6, W. 764. ERNEST S. QUIMBY, M.A.
Both Semesters.

ENG. 117 A.—The Short Story. (2 points.)

A critical study and appreciation. The short story in current literature. A critical study and appreciation. The short story in current literature. The types. Analysis of the various types: thematic, character, complication, atmosphere.

Saturday, 9-10.40, W. 769. JOSEPH F. CASHMAN, Ph.D
First Semester.

ENG. 119 A - 120 A.—Technique of the One-Act Play. (4 points.)

Composition of the One-Act Play. Its part in literature and drama. Readings and discussion of plays. The analysis of the One-Act Play. Its production and importance in the curriculum of a college. Text: Gannon, S.J.: *Technique of the One-Act Play.* (Fordham University Press.)

Saturday, 9-10.40, W.L. 3. MARK T. CROWLEY, M.S.
Both Semesters.

ENG. 123 A - 124 A.—Children's Literature. (4 points.)

A survey course, dealing with the meaning, source and function of children's literature. Acquaintance with various types of literary heritage. Special attention will be given to methods of handling children's literature as prescribed by the syllabus for elementary and junior high schools.

Monday, 4-6, W. 770. MARGARET M. A. JESSUP, M.A.
Both Semesters.

ENG. 125 A.—Methods and Materials in Oral English, I. (2 points.)

A course for teachers and other professionals interested in speech standards, speech psychology and speech pedagogy. The course should prove of special interest to teachers of English, of Speech Correction, of Voice, and to those preparing to teach Speech in the High Schools.

Thursday, 4-6, W. 762. JOHN B. SCHAMUS, B.S.
First Semester.

ENG. 126 A.—Methods and Materials in Oral English, I. (2 points.)

Thursday, 4-6, W. 762. JOHN B. SCHAMUS, B.S.
Second Semester.

ENG. 127 A.—Methods and Materials in Oral English, II. (2 points.)

A continuation of the work of Course I. The development of skill in interpretative reading, fluency in extemporaneous speaking and the acquiring of conscious speech power are the objectives. The structure of the various forms of public address is exhaustively treated. The psychology of the audience and the study of human reactions are integral phases of the work. Ample opportunity is provided for the delivery of original reports, critiques and addresses.

Friday, 4-6, W. 762. JOHN B. SCHAMUS, B.S.
First Semester.

ENG. 128 A.—Methods and Materials in Oral English, II. (2 points.)

Friday, 4-6, W. 762. JOHN B. SCHAMUS, B.S.
Second Semester.

ENG. 129 A.—Phonetics and Expression. (2 points.)

The mechanics of voice and speech; breathing exercises and a practical study of English phonetics. The correction of faults in tone (nasality, throatiness) and localism and sluggishness in speech. The principles underlying reading aloud with special reference to phrasing, inflection and emphasis.

Saturday, 10.40-12.30, W. 812. GEORGE G. SULLIVAN, Ph.D.
First Semester.

ENG. 132 A.—Dramatic Interpretation. (2 points.)

(Prerequisite: ENG. 129 A.)

Acting and dramatic reading. Voice training. Individual instruction and group rehearsals. Lectures and readings on the principles of stage action and speech. This course should prove valuable to teachers of speech and those who coach amateur productions.

Saturday, 10.40-12.30, W. 812. GEORGE G. SULLIVAN, Ph.D.
Second Semester.

ENG. 101 B.—Social Backgrounds of Early English Literature. (4 points.)

A study of the social conditions in each period will be made by means of assigned readings and lectures. The more important works will be considered in relation to national life and influences. The reactions of the author's personality to contemporary ideals will be observed.

Monday, 4-6, W. 779. REV. JOHN P. MONAGHAN, B.D., Ph.D.
First Semester.

ENG. 106 B.—Mediæval Legends and Romance. (2 points.)

The Germanic heroic legend: Beowulf, Siegfrid, Theodoric, the Nibelungs. The Icelandic Saga. The discovery of America in the Sagas. The great cycles of Mediæval Romance. (A) The matter of France: The romance of Charlemagne and the Crusades. (B) The matter of Greece and Rome: The story of Troy, Thebes, Alexander. (C) The matter of Britain: Tristan and Isolt, King Arthur and Arthurian adventures, the Quest of the Holy Grail. The religious romances. Miracles of Our Lady. Legends of Saints. The literature of vision. The problem of sin and redemption in the legends of Pilate, Judas, Robert the Devil, Tannhauser, The Wandering Jew and Faust. The romances of Renard the Fox. The mediæval tale and short story.

Wednesday, 4-6, W. 816. ARTHUR F. J. REMY, Ph.D.
Second Semester.

ENG. 111 B.—The Elizabethan Age (omitting Shakespeare.) (2 points.)

The Interlude. Ralph Roister Doister. The pre-Shakespearian dramatists, and their contribution to the development of the drama. The theatre. The University Wits. Lily, Marlowe, Raleigh, Bacon, and their contemporaries.

Saturday, 10.40-12.30, W. 770. JOHN W. DAVIS, M.A.
First Semester.

ENG. 113 B.—Spenser. (2 points.)

Spenser's *Shepherd's Calender, Four Hymns, Sonnets,* and *Faerie Queene* (Books I, II, and III) are read in class, and the influence of Renaissance Platonism, the Pleiad, Ariosto and of the political and religious ideals of the time on Spenser's poetry are presented by lectures. Students should own: Dodge: *Spenser's Complete Works.*

Saturday, 1-2.40, W. 808. ERNEST S. QUIMBY, M.A.
First Semester.

ENG. 117 B - 118 B.—Shakespeare. (4 points.)

The twenty plays of Shakespeare that are most commonly read are discussed chronologically from the points of view of the practice of his contemporary dramatists; of the growth of his "mind and art"; and of the customs, opinions, and beliefs in Elizabethan times. Comedy will be considered in the first semester; tragedy, in the second. Students should own: Neilson and Thorndike: *Shakespeare's Complete Works.*

Monday, 4-6, W. 744. ERNEST S. QUIMBY, M.A.
Both Semesters.

ENG. 124 B.—Puritan Age. (2 points.)

Attention to literary form. Decline of the drama. The Cavalier Poets. The Metaphysical Poets. Milton. Dryden.

Saturday, 10.40-12.30, W. 770. JOHN W. DAVIS, M.A.
Second Semester.

ENG. 124 BF.—The Puritan Age. (2 points.)

A repetition of ENG. 124 B.

Friday, 4-6, F. 12. MARY C. GRAHAM, B.A.
Second Semester.

ENG. 126 B.—Milton. (2 points.)

Milton's *L'Allegro, Il Penseroso, Comus, Lycidas, Sonnets, Paradise Lost, Paradise Regained,* and *Samson Agonistes* are read, and the influence of St. Augustine's *The City of God,* the Church Fathers, the Bible and the scientific ideas of the time on Milton's poetry are presented by lectures. Students should own: Moody: *Milton's Complete Works.*

Saturday, 1-2.40, W. 808. ERNEST S. QUIMBY, M.A.
Second Semester.

ENG. 128 B.—Seventeenth Century Prose. (2 points.)

A chronological discussion of the chief authors and of the literary tendencies of the Seventeenth Century with emphasis upon the changing trends in literary ideals and expression.

Saturday, 9-10.40, W.L. 6. MAUDE E. GREENE, Ph.D.
Second Semester.

ENG. 131 B.—Eighteenth Century Poetry. (2 points.)

A study of the change from classicism to romanticism as exemplified in the work of Pope, Goldsmith, Gray, Burns, Campbell, Collins, Cowper, Crabbe, Blake and of the poets of lesser importance.

Monday, 4-6, W. 783. JAMES E. TOBIN, M.A.
First Semester.

ENG. 131 BF.—Eighteenth Century Poetry. (2 points.)

A repetition of ENG. 131 B.

Friday, 4-6, F. 10. JAMES E. TOBIN, M.A.
First Semester.

ENG. 133 B.—Eighteenth Century Prose. (2 points.)

A detailed study of prose development from the work of Addison, Steele and Pope through the Eighteenth Century. Readings and studies of representative authors.

Saturday, 1-2.40, W.L. 3. JESSE H. HALEY, M.A.
First Semester.

ENG. 137 B.—The Age of Johnson. (2 points.)

Johnson's times. His personality—the chief factor in his influence. A survey of his works. His literary circle: Sir Joshua Reynolds, Edmund Burke, Edward Gibbon, James Boswell, David Garrick, Oliver Goldsmith. Johnson's influence in his own times and later.

Saturday, 9-10.40, W.L. 6. MAUDE E. GREENE, Ph.D.
First Semester.

ENG. 140 B.—Edmund Burke. (2 points.)

An oral study of the speeches of "The Greatest Conversationalist" with regard to diction, phrasing, rhythm, emotional and intellectual content. Attention also is given to the great political events which occurred during his lifetime.

Monday, 4-6, W. 768. PATRICK J. SHEA, M.A.
Second Semester.

ENG. 142 B.—The Lake Poets. (2 points.)

A consideration of the association of Wordsworth, Coleridge and Southey with the social and literary revolutions of the early nineteenth century; the Lake School seen in the light of its own work and in the writings of their contemporaries.

Wednesday, 4-6, W. 748. JOSEPH F. MORIARTY, M.A., LL.B.
Second Semester.

ENG. 142 BF.—The Romantic Movement. (2 points.)

A repetition of ENG. 142 B.

Friday, 4-6, F. 10. JAMES E. TOBIN, M.A.
Second Semester.

ENG. 144 B.—Nineteenth Century Poetry I. (2 points.)

The full bloom of the Romantic Movement. The early nineteenth century poets in the light of their own writings and of the criticism and comment of their contemporaries. Byron and Byronism, Shelley and the Revolution. Keats and a new passionate realism. The decline of poetry.

Monday, 4-6, W. 783. JAMES E. TOBIN, M.A.
Second Semester.

ENG. 146 B.—Nineteenth Century Prose I. (2 points.)

An intensive course dealing with the development of the essay in the early Nineteenth Century. The lone figure of Scott in the myriad of critics: Hazlitt, Lamb, Landor, DeQuincey, Christopher North and Lord Macaulay. Readings and study of the chief examples of their work.

Saturday, 10.40-12.30, W.L. 1. JESSE H. HALEY, M.A.
Second Semester.

ENG. 147 B.—Nineteenth Century Poetry II. (2 points.)

A study of English poetry from 1827 to 1890. The early Victorian period as a background for poetry. The inheritance from romanticism. Tennyson and Browning. Elizabeth Barrett Browning, Clough, Fitzgerald and the minor lyricists. The changing temper of the age. New sources of inspiration. Arnold, Rossetti and the Pre-Raphaelites, Morris and Swinburne.

Saturday, 10.40-12.30, W.L. 6. MAUDE E. GREENE, Ph.D.
First Semester.

ENG. 150 B.—Nineteenth Century Prose II. (2 points.)

The philosophical, social and economic ideals of the Nineteenth Century and their reflection in English prose, especially the novel. Dickens, Thackeray, George Eliot, Meredith, the Brontes, Eliza-

beth Gaskell, Trollope, Kingsley, Stevenson and Hardy will be considered.

Saturday, 10.40-12.30, W.L. 6. MAUDE E. GREENE, Ph.D.
Second Semester.

ENG. 157 B.—The Eighteen-Nineties. (2 points.)

Sources of the isolated tendencies which led to the *fin de siecle* movement of the last decade of the Nineteenth Century. The student will be interested in explaining the cause or causes of the tendency which was exemplified by Beardsley, Beerbohm, Dowson, Harland, Symons, Wilde, and their publications, *The Yellow Book* and *The Savoy.*

Monday, 4-6, W. 768. PATRICK J. SHEA, M.A.
First Semester.

ENG. 159 B - 160 B.—The Poets of the Irish Renaissance. (2 points.)

The value of the contribution of the Irish poets of the last twenty-five years to English literature is generally recognized. One of their number will give this course, which will include a study of the bardic method of chanting verse. The poems of William Butler Yeats, A. E., Emily Lawless, Padraic Colum, Seumas O'Sullivan, James Stephens, Austin Clarke and F. R. Higgins will be considered esthetically and technically.

Tuesday, 4-6, W. 808. JOSEPH CAMPBELL,
Either Semester. Author of *The Mountainy Singer, Irishry,*
or and other books of poetry.
Tuesday, 7-9, W. 779.
Either Semester.

ENG. 181 B.—Contemporary American Literature. (2 points.)

A study of the literature and literary movements in the United States since 1914; their origins and the principal writers.

Thursday, 4-6, W. 769. JOSEPH F. CASHMAN, Ph.D.
First Semester.

ENG. 182 B.—Contemporary Literature in Great Britain and Ireland. (2 points.)

A study of the literature and literary movements in Great Britain and Ireland since 1914; their origins and the principal writers.

Thursday, 4-6, W. 769. JOSEPH F. CASHMAN, Ph.D.
Second Semester.

ENG. 185 BF.—Contemporary Essayists. (2 points.)

A survey of the contemporary essayists of England, Ireland and America will follow a brief summary of the origin and development of the literary form. Selections will be read and discussed in class.

Tuesday, 4-6, F. Collins 19. MARY C. GRAHAM, B.A.
First Semester.

ENG. 188 B.—Modern Catholic Literature. (2 points.)

A consideration of the Catholic tradition in literature, and an examination of writers since Cardinal Newman in the light of that heritage. Particular attention will be paid to the echoes

of the Oxford Movement in the poetry and prose of Coventry Patmore, Francis Thompson, Alice Meynell, Lionel Johnson and G. K. Chesterton, following which other important writers of contemporary Catholicism, American, English and Irish, will be considered.

Given in Summer, 1930. JAMES E. TOBIN, M.A.

ENG. 190 B.—Contemporary Dramatic Literature. (2 points.)

The early history of the drama will be reviewed, and the course will then turn to the study of representative works of the leading modern dramatists. The works of Jones, Pinero, Galsworthy and others will be stressed. Careful attention will be given to the "well-made play." The best plays presented during the current theatre season in New York will be analyzed and criticized.

Friday, 4-6, W. 764. GEORGE G. SULLIVAN, Ph.D.
Second Semester.

ENG. 190 BF.—Tendencies in Modern Drama. (2 points.)

A repetition of ENG. 190 B.

Tuesday, 4-6, F. Collins 19. MARY C. GRAHAM, B.A.
Second Semester.

ENG. 191 B.—British Drama. (2 points.)

A comprehensive study of the entire range of British drama, beginning with the early mystery and miracle plays, and coming down to the works of dramatists now living. The course will treat the growth of native drama, development of Jacobean drama and Caroline drama, Restoration drama and the Revival in the theatre.

Wednesday, 4-6, W. 808. GEORGE G. SULLIVAN, Ph.D.
First Semester.

ENG. 194 B.—American Drama. (2 points.)

The history of American drama from its beginnings down to the present day. Representative works of leading dramatists will be analyzed and reviewed. Lectures, discussions and written assignments.

Wednesday, 4-6, W. 808. GEORGE G. SULLIVAN, Ph.D.
Second Semester.

ENG. 195 B - 196 B.—Irish Drama I. (2 points.)

The plays of Goldsmith, Sheridan and Shaw will be read in this course. There will be a detailed study of the rise, growth, influence and significance of what may be called the Drama of Ideas. The historical significance of each period will be carefully reviewed. There will be a discussion of the note of moral earnestness as reflecting the serious and half-sentimental social thinking of the age. The development of liberalism, together with the motives and principles that underlay the action of these dramas, will constitute part of the lectures in this course. Several plays will be criticized and analyzed in the lecture room, and considerable attention will be given to dramatic technique and play development.

Wednesday, 7-9, W. 775. GEORGE G. SULLIVAN, Ph.D.
First Semester.

ENG. 197 B - 198 B.—Irish Drama II. (2 points.)

Irishmen have been prominent in English drama from the Seventeenth Century onwards. The plays studied in this course will be those that can conveniently be grouped under the heading, The Drama of Ideals. Selected scenes from works by Oscar Wilde, George Moore, Lady Gregory, W. B. Yeats, Padraic Colum, George Fitzmaurice, Lennox Robinson, Eugene O'Neill, and Daniel Corkery will be read aloud in class. Technique of speech and action, stage mechanics, the pattern of a play, etc., will be discussed. The work in class will be correlated, as far as possible, with the Laboratory Theatre course.

Text: Cornelius Weygandt: *Irish Plays and Playwrights.*

Friday, 7-9, W. 808. JOSEPH CAMPBELL,
Either Semester. Author of *Judgment, Baile-na-Marbh,*
or and other plays.
Saturday, 10.40-12.30, W. 2858.
Either Semester.

ENG. 101 C.—Greek Poetry. (In English.) (2 points.)

A study in English of the growth and development of classical Greek poetry. This course aims, through the medium of the best translations, to impart to those who do not know Greek a scholarly acquaintance with the masterpieces of ancient Greek epic, lyric and pastoral poetry—from Homer to Theocritus.

Friday, 4-6, F. 22. REV. AUGUSTUS M. FREMGEN, S.J.
First Semester.

ENG. 104 C.—The Attic Drama. (2 points.)

A course of lectures on the classical Greek drama, illustrated by reading from the best English translations. The lectures comprise: the Origin and Development of Attic Tragedy; Aeschylus; Sophocles; Euripides; The Old Comedy; Aristophanes; The New Comedy; Menander; Influence of the Ancient upon Modern drama; Modern Presentation of Greek Plays.

Friday, 4-6, W. 816. REV. AUGUSTUS M. FREMGEN, S.J.
Second Semester.

ENG. 111 CF - 112 CF.—Modern Schools of Art and Poetry. (4 points.)

This course takes up the study of the new forms of artistic and literary expression which have come to light in the first quarter of the Twentieth Century, and their attempts to encompass the life and trends of this period.

Representative works and theories of the leading schools of Europe and America are the object of a critical examination from the viewpoint of their contribution to the establishment of a Twentieth Century art and literature.

Illustrated with original works and reproductions.

Tuesday, 4-6, F. Collins 22. HENRI M. BARZUN, Ph.D.
Both Semesters.

ENG. 121 C.—Masterpieces of European Literature. (2 points.)

This course is designed to give students an acquaintance with the works of literature which are called World Masterpieces. These

masterpieces will be studied according to type and form, and will cover the field from Homer to Hardy. Rapid outside reading is required. There will be lectures, discussions and reports.

Friday, 4-6, W. 764. GEORGE G. SULLIVAN, Ph.D.
First Semester.

GRADUATE

ENG. 201 - 202.—Anglo-Saxon. (4 points.)

An introductory course in Anglo-Saxon language and literature. The main purpose of the course is to give students facility in reading English in its older and basic forms. Due attention is paid to the essential data of phonology, inflection and syntax.

Thursday, 4-6, W. 776. JOHN REBER, M.A.
Both Semesters.

ENG. 203 - 204.—Beowulf. (4 points.)

Translation and interpretation of the text; lectures on the historical, literary and linguistic matters pertaining to the poem.

Given in 1930-31. JOHN REBER, M.A.

ENG. 205 - 206.—Chaucer. (4 points.)

The class will read the more significant poems, with attention to the language, the verse, the sources, the literary characteristics, and the historical background of the various works.

Saturday, 10.40-12.30, W. 776. JOHN REBER, M.A.
Both Semesters.

ENG. 207 - 208.—History of the English Language. (4 points.)

The course will deal with the following topics: The Indo-European family of languages; the Germanic languages; phonology; the standard language and the dialects of the different periods of the English language, the English vocabulary; the development of the English sounds.

Wednesday, 4-6, W. 776. JOHN REBER, M.A.
Both Semesters.

ENG. 209.—Middle English. (2 points.)

Study of the important data of Middle English grammar and of the distinctive characteristics of the great dialected divisions. Selections from representative texts of Northern, Midland, and Southern will be read. Chief attention will be given to East Midland, the basis of Modern Standard English.

Not given in 1929-1930. JOHN REBER, Ph.D.

ENG. 210.—Appreciation of Poetry. (2 points.)

A study of the pleasures arising from the reading of poetry, the means used by the poet to produce these pleasures—the technique and forms of poetry—a wide reading in connection with these topics.

Saturday, 9-10.40, W. 769. JOSEPH F. CASHMAN, Ph.D.
Second Semester.

SEMINARS

ENG. 311 - 312.—Seminar in the Language and Literature of the Middle English Period. (4 points.)

Critical study of the period, embracing the literary, linguistic and historical matters involved. Papers based on investigations of special topics.

Saturday, 1-2.40, W. 776. JOHN REBER, M.A.
Both Semesters.

ENG. 315.—Seminar in Shakespearean Problems. (2 points.)

Wednesday, 4-6, W. 746. ERNEST S. QUIMBY, M.A.
First Semester.

ENG. 318—Seminar in Seventeenth Century Literature. (2 points.)

Wednesday, 4-6, W. 746. ERNEST S. QUIMBY, M.A.
Second Semester.

ENG. 326.—Seminar in Nineteenth Century Prose. (2 points.)

Saturday, 1-2.40, W.L. 3. JESSE H. HALEY, M.A.
Second Semester.

ENG. 331 - 332.—Seminar in Contemporary Literature. (4 points.)

Tuesday, 4-6, W. 769. JOHN F. CASHMAN, Ph.D.
Both Semesters.

Allied Courses

Students desiring courses in Comparative Literature should consult the survey courses offered by the Departments of French, German, Italian, Irish, Latin and Spanish.

Other supplementary courses are:

Classical Influence: HIST. 113, 114, 117, 118; LATIN 101, 102; PHIL. 101, 102.

Mediæval Influence: HIST. 11, 15, 121 F, 122 F, 123, 124, 127 F; LATIN 141, 142, 147, 148, 133, 134; PHIL. 109, 110; POL. 105, 108; ARTS 101, 102.

French Influence: PHIL. 113, 114; POL. 115, 116, 201, 202; *cf.* also FRENCH.

Irish Influence: Cf. School of Irish Studies courses, pages 123 to 128.

Seventeenth Century: HIST. 139, 151 F, 152 F; PHIL. 113, 114; POL. 115, 116.

Eighteenth Century: HIST. 142, 151 F, 152 F; PHIL. 113, 114; POL. 108, 201, 202.

Nineteenth Century: HIST. 142, 155, 156; PHIL. 113, 114; POL. 201, 202.

Teaching of English: EDUC. 123 KF, 124 KF, 123 KT, 124 KT, 133 KF, 134 KF, 133 KT, 134 KT, 135 K, 139 K, 130 K, 139 KF, 140 KF, 143 K, 145 K, 149 K.

FRENCH

Head of Department: RAPHAEL D'AMOUR, Ph.D.
Officier de l'Instruction Publique

Graduate Conferences: DR. D'AMOUR—By appointment.

Undergraduate Conferences: MR. D'OUAKIL—By appointment.

SPECIAL REQUIREMENTS

Students are required to complete successfully all undergraduate courses or their equivalent before they can be admitted to any course marked 100 or over.

Candidates for graduate degrees are expected to have a fair ability to read French, and to understand the spoken language.

Candidates for graduate degrees must complete satisfactorily all courses given in French.

All candidates for graduate degrees in French should confer with the Head of the Department some time shortly after the opening of the University session.

UNDERGRADUATE

FRENCH A 1.—Elementary French. (No college credit.)

This course comprises the rudiments of grammar, syntax and the inflection of the verbs; special attention is given to correct pronunciation. The entire syntax and irregular verbs will be covered.

Text: Chardenal's *Complete French Course.*

Monday, 4-6, W. 764. BASILE G. D'OUAKIL, M.A.
First Semester.

FRENCH A 2.—Elementary French. (No college credit.)

The entire syntax and irregular verbs will be covered during this course. Particular attention is given to conversational idioms. French will be the language of a part of this course.

Text: Chardenal's *French Course; Conversational French Reader.*

Monday, 4-6, W. 764. BASILE G. D'OUAKIL, M.A.
Second Semester.

FRENCH A 3.—Intermediate French. (No college credit.)

An intensive course of review of grammar covering the difficult phases of composition, reading and idiomatic expressions. It is particularly designed to facilitate studies for those who intend to continue French and to enable the graduate student to qualify for the reading requirement in French.

Wednesday, 4-6, W. 2858. BASILE G. D'OUAKIL, M.A.
First Semester.

FRENCH 11.—College French. (2 points.)

This course will include: (1) Practical exercises in introductory French prose composition; (2) A thorough study of the French idioms and idiomatic expressions most commonly used, both in literature and in the spoken language; (3) French dictations carefully planned to develop the aural aspect of the language; (4) Conversational drills; (5) Home and class readings; (6) Reports.

Text: François: *Alternate Exercises for Introductory French Prose Composition;* Molière: *Le Bourgeois Gentilhomme.*

Saturday, 9-10.40, W. 2858. BASILE G. D'OUAKIL, M.A.
First Semester.

FRENCH 12.—College French. (2 points.)

This course is designed to give a second year college student a working knowledge of both written and spoken French; it will include: (1) Practical exercises in advance French prose composition; (2) Short talks by the instructor on some of the best French writers of the present day; (3) Oral discussions on the various subjects studied; (4) A study of French prosody; (5) Home and class reading.

Text: François: *Advanced French Prose Composition;* Corneille: *Le Cid.*

Saturday, 9-10.40, W. 2858. BASILE G. D'OUAKIL, M.A.
Second Semester.

FRENCH 13.—College French. (4 points.)

Prerequisite: Two years of high school or one year of elementary college French.

This course includes: readings in modern French authors and the classical drama; exercises in prose composition; conversation; and a review of grammar.

Texts: Spagnoli: *Compendium of French Grammar Rules; Neuf Contes des Provinces;* François: *Alternate Exercises for Introductory French Prose Composition.*

Four hours per week, first semester, morning session, St. John's College, Manhattan Division.

D. J. SPAGNOLI, M.A.

FRENCH 14.—College French. (4 points.)

This course includes: readings in a number of authors from all periods of French literature; exercises in composition; sight reading; conversation. A brief study of the history of French literature will be undertaken. Written reports on supplementary home reading.

Text: Badaire: *Précis de littérature française;* François: *Alternate Exercises for Introductory French Prose Composition.*
Prerequisite: Three years of high school or one-and-a-half years of college French.

Four hours per week, second semester, morning session, St. John's College, Manhattan Division.

D. J. SPAGNOLI, M.A.

FRENCH 13 - 14.—College French. (8 points.)

(Prerequisite: Two years of high school or one year of elementary college French.)

This course is designed to cultivate the critical appreciation of French literature, an analysis of comparative terminology, and a speaking knowledge of French; it will include practical exercises in advanced prose composition; study of French idioms, and idiomatic expressions, oral discussions on the works of the great French writers of the seventeenth and eighteenth centuries. Home and class readings.

Texts: Fortier: *Litterature Française* (Holt and Co.); François: *Alternate Exercises for Introductory Prose Composition* (American Book Co.); Racine: *Esther and Athalie* (Prentice-Hall, Inc.); Molière: *Le Bourgeois Gentilhomme* (Holt and Co.).

Four hours a week, through both semesters, evening session, St. John's College, Manhattan Division.

BASILE G. D'OUAKIL, M.A.

FRENCH 15 - 16.—College French. (8 points.)

A repetition of FRENCH 13 and 14, given in the afternoon session (Feb.-Sept., 1930), St. John's College, Manhattan Division.

D. J. SPAGNOLI, M.A.

FRENCH 21 - 22.—Conversational French. (4 points.)

A course in conversational French designed for teachers who wish to acquire greater facility and ease in this branch of their work as well as for students who desire to improve their expression and to prepare for graduate work where the lecture work is entirely in the French vernacular. A feature will be the discussion of current events in French.

Saturday, 10.40-12.30, W.L. 7. BASILE G. D'OUAKIL, M.A.
Both Semesters.

FRENCH 21 F - 22 F.—Conversational French. (4 points.)

A repetition of FRENCH 21 - 22.

Friday, 4-6, F. 11. BASILE G. D'OUAKIL, M.A.
Both Semesters.

FRENCH 35 - 36.—Advanced College French. (8 points.)

The literature of the Golden Age will be surveyed in this course, with an intensive study of several masterpieces. Students will be given every opportunity to use the French language, in writing and speaking. They will be required to make at least one report on extra home reading. French current events will be given from time to time. Composition work will consist of original themes. Texts: Delpit, *L'âge d'or de la littérature française;* Néel, *French Anthology.*

Tuesday, 2-4, D. J. SPAGNOLI, M.A.
and
Thursday, 2-3.
Both Semesters.

UNDERGRADUATE AND GRADUATE

FRENCH 101 F - 102 F.—French Phonetics. (4 points.)

The purpose of this course is to enable students to attain a perfect pronunciation through drill and exercises, with the aid of international phonetic symbols. The necessity of this course is obvious to the actual or prospective teacher of French, as it is a requirement of the State Board of Education; for the student it will afford an opportunity to study the stress, quantity, division of syllables, etc. In connection with phonetics, a study of homonyms will be made.

Tuesday, 4-6, F. 11. BASILE G. D'OUAKIL, M.A.
Both Semesters.

FRENCH 111.—Mediæval French Literature (In English.) (2 points.)

This course will present a comprehensive study of mediæval French literature in all its branches and aspects, including: poetry, drama, history, etc. Special attention will be given to the birth and development of religious drama as a manifestation of the spirit of those times of deep faith. Liturgical plays, miracles, mysteries, comedies, allegories, satires, etc., will be fully explained.

Saturday, 10.40-12.30, W. 774. RAPHAEL D'AMOUR, Ph.D.,
First Semester. *Officier de l'Instruction Publique.*

FRENCH 114.—The French Renaissance and Its Literature. (In English.) (2 points.)

A course of lectures on this great period of French history and literature. The course will include: (1) A general survey of the Sixteenth Century, with a brief exposition of the social, political, religious and economic conditions prevailing in France during that period; (2) A critical study of the French literature in its various forms, as represented by the foremost writers of that time. The causes of the French Renaissance, explanations regarding its main characteristics, its spirit, its pedagogical theories and its educational establishments will be explained.

Saturday, 10.40-12.30, W. 774. RAPHAEL D'AMOUR, Ph.D.,
Second Semester. *Officier de l'Instruction Publique.*

FRENCH 123.—La Fontaine and His Fables. (In French or English.) (2 points.)

This classical course will comprise: (1) A complete biography of the great French fabulist; (2) A thorough explanation of his delightful little "dramas"; (3) A critical study of his art, language, technique and morality. The rules of French versification will be clearly explained and illustrated.

Thursday, 4-6, W. 774. RAPHAEL D'AMOUR, Ph.D.,
Second Semester. *Officier de l'Instruction Publique.*

FRENCH 131.—Seventeenth Century French Literature. (In English.) (2 points.)

A course of lectures on the classic age of French literature, as represented by the following illustrious writers: Descartes, Pascal, La Rochefoucauld, La Bruyère, Bossuet, Corneille, Racine, Mo-

lière, La Fontaine and Boileau. Emphasis will be laid upon the meaning of the classic ideal as compared with that of the French Renaissance. Attention will be given to the influence exercised by the literary "Salons," the "Académie française," and especially by Louis XIV.

Tuesday, 4-6, W. 768. RAPHAEL D'AMOUR, Ph.D.,
First Semester. *Officier de l'Instruction Publique.*

FRENCH 133 - 134.—French Pulpit Oratory. (In French.) (4 points.)

A lecture course on the evolution of French religious eloquence from the Renaissance to the end of the Nineteenth Century. Both the biography and the masterpieces of the foremost pulpit orators will be presented and studied in a comprehensive way. Special emphasis will be laid on the great preachers of the Eighteenth Century: Bossuet, Bourdaloue, Massillon, Fléchier.

Saturday, 10.40-12.30, W. 740. ERNEST CHENEL, Ph.D.
Both Semesters.

FRENCH 135.—Corneille and His Dramatic Art. (In French.) (2 points.)

This course will comprise: (1) A brief survey of the evolution of French tragedy to Corneille; (2) A complete study of Corneille's life, genius and personality; (3) A comprehensive analysis of his various tragedies; (4) Reading, in French, of some of his best masterpieces; (5) A critical study of his dramatic art, plots, sources and characters.

Saturday, 9-10.40, W. 740. ERNEST CHENEL, Ph.D.
First Semester.

FRENCH 138.—Racine and His Dramatic Art. (In French.) (2 points.)

This course will include: (1) An intensive biography of this immortal dramatist; (2) A thorough analysis of the more famous of his tragedies; (3) Reading, in French, of some of his best masterpieces; (4) A critical appreciation of his dramatic art, plots, characters and sources of inspiration.

Saturday, 9-10.40, W. 740. ERNEST CHENEL, Ph.D.
Second Semester.

FRENCH 139.—Molière and His Comedy. (In French or English.) (2 points.)

This course will comprise: (1) An intensive study of Molière's life, personality and genius; (2) A comprehensive analysis of his various plays, with comments based on modern criticism; (3) A critical appreciation of his dramatic plots, sources, characters, style and morality; (4) Reading of some of his best masterpieces.

Saturday, 1-2.40, W. 774. RAPHAEL D'AMOUR, Ph.D.,
First Semester. *Officier de l'Instruction Publique.*

FRENCH 142.—Eighteenth Century French Literature. (In English.) (2 points.)

This course will include: (1) A general survey of the Eighteenth Century in its various aspects: social, political, economic and religious; (2) A biographical and critical study of the foremost

writers of that time. Particular stress will be laid upon those philosophers, publicists, critics, dramatists, novelists, historians and essayists, whose doctrines, as expounded in their more significant literary works, were most influential in creating public opinion and bringing about not only the French Revolution, but also the advent of democratic governments. Attention will be given likewise to the great influence exercised by the "Salons."

Saturday, 1-2.40, W. 774. RAPHAEL D'AMOUR, Ph.D.,
Second Semester. *Officier de l'Instruction Publique.*

FRENCH 161.—Nineteenth Century French Poetry. (In French). (2 points.)

A course of lectures on the foremost poets of the Nineteenth Century, including a survey of the Romantic movement, the Parnassian School and Symbolistic Poetry. Both the biography and the masterpieces of the leading poets will be presented. Some of their best poems will be read, in French, analyzed and critically discussed.

Saturday, 1-2.40, W. 783. ERNEST CHENEL, Ph.D.
First Semester.

FRENCH 163.—Nineteenth Century French Novel. (In English.) (2 points.)

This course will deal with the evolution of French novel in the Nineteenth Century. The various literary theories of that time will be fully explained, especially those relating to idealism, realism and naturalism. Particular attention will be given to the personality, characteristics and style of Chateaubriand, Mme. de Staël, George Sand, Stendhal, Octave Feuillet, Flaubert, Maupassant, Balzac, Loti and Daudet.

Monday, 4-6, W. 774. RAPHAEL D'AMOUR, Ph.D.,
First Semester. *Officier de l'Instruction Publique.*

FRENCH 165.—Nineteenth Century French Drama. (In English.) (2 points.)

This course is intended to show the evolution of French drama in the Nineteenth Century. It will include a theoretical, practical and critical study of the following dramatic forms: Melodrama, romantic drama, realistic drama, naturalistic drama, lyrical drama. The following playwrights will be considered: Victor Hugo, Scribe, Labiche, Dumas, Augier, Ponsard, Bornier, Becque, Hervieu, François, Coppée, Rostand. Particular attention will be given to plays setting forth the great problems connected with individual, social and political morals.

Wednesday, 4-6, W. 774. RAPHAEL D'AMOUR, Ph.D.,
First Semester. *Officier de l'Instruction Publique.*

FRENCH 174.—Contemporary French Novel. (In English.) (2 points.)

A lecture course on the social, political, religious and philosophic trend of the present-day French thought, as exemplified by representative works of the leading novelists. Romanticism, realism, naturalism, impressionism and idealism will be defined and ex-

plained. Some of the more significant novels will be analyzed and critically discussed. The literary and philosophic theories of each author studied will be given in his own words.

Monday, 4-6, W. 774. RAPHAEL D'AMOUR, Ph.D.,
Second Semester. *Officier de l'Instruction Publique.*

FRENCH 176.—Contemporary French Drama. (In English.) (2 points.)

A lecture course on the social, political, religious and philosophic trend of the present-day French thought, as exemplified by the more significant dramatic works of the leading playwrights. Special attention will be given to the renaissance of Catholic drama. A number of masterly plays will be analyzed and critically discussed. Particularly beautiful scenes will be read in French and explained in English.

Wednesday, 4-6, W. 774. RAPHAEL D'AMOUR, Ph.D.,
Second Semester. *Officier de l'Instruction Publique.*

FRENCH 192.—Catholic French Literature. (In English.) (2 points.)

A course of lectures on those Catholic French writers whose genius has become universally recognized. The course will deal with apologists, moralists, polemics, dramatists, novelists, critics and poets, covering a period of about two hundred years from the middle of the Seventeenth Century to the present time. The biography, personality, works, style and influence of the authors will be discussed.

Saturday, 1-2.40, W. 783. ERNEST CHENEL, Ph.D.
Second Semester.

FRENCH 196.—The Great Literary Women of France. (In French or English.) (2 points.)

A course of lectures on those women of genius whose names have deserved to be inscribed in the hall of literary fame. Their biography, personality, characteristics, style and influence will be studied. Particular attention will be given to Mme. de Sévigné, Mme. de Maintenon, Mme. de Staël and George Sand.

Thursday, 4-6, W. 774. RAPHAEL D'AMOUR, Ph.D.,
Second Semester. *Officier de l'Instruction Publique.*

GRADUATE

FRENCH 201 - 202.—French Morphology and Semantics. (4 points.)

This course will deal with the following topics: history of the French language; transformation of Latin into Romance; various philological phenomena studied from the point of view of history, morphology, semantics and phonetics; etymological or historical explanations of modern French words or expressions most commonly used in conversation and literature. This course should be made a requisite part of the pedagogical equipment of every teacher of French; it will prove most beneficial for a better understanding not only of the French language, but also of the English language.

Friday, 4-6, W. 774. RAPHAEL D'AMOUR, Ph.D.,
Both Semesters. *Officier de l'Instruction Publique.*

Allied Courses

EDUC. 155 K.—Teaching of Modern Language in Secondary Schools.

EDUC. 158 K.—Problems in Modern Language Teaching.

FINE ARTS

ARTS 101 - 102.—The Pageantry of the Middle Ages. (4 points.)

This course aims to present a study of the forces that swept through and dominated mediæval culture. Since no discussion of this period can be complete without the recognition of its overwhelming Catholic character, the course will show how the faith of the age welded all its forces into a harmonious whole. It will present the major and minor strains and forces that affected the art, literature, homes and customs of those days and make them particularly interesting. It will indicate the currents of these forces in the stream of modern life. The material will be considered from the artistic and from the literary viewpoints and will stress their respective bearings on education, considered not as the product of the schools, but as the completely rounded development of the individual.

Monday, 3.20-5. MARIE T. MARIQUE, M.A.
Metropolitan Museum of Art. GERTRUDE T. MURPHY, M.A.
Both Semesters.

ARTS 103 - 104.—The Pageantry of Modern Times. (4 points.)

This course will be offered as a sequel to ARTS 101-102. In treatment it will be the same, covering instead of the Middle Ages the artistic and literary periods and movements designated as the Renaissance, Decadence, Pseudo-Classicism, the Baroque and Romanticism.

MARIE T. MARIQUE, M.A.
Given in 1930-1931. GERTRUDE T. MURPHY, M.A.

MUSIC 101 T - 102 T.—History and Appreciation of Music. (4 points.)

This course consists of a study of the development of music from primitive to modern times. An analysis will be made of the compositions of the best composers. The purpose of this course is to develop an appreciation of music. This course is especially adapted to those who have not technical knowledge of music.

Tuesday, 4-6, Textile H. S. ANNE M. BOWEN, B.S.
Both Semesters.

MUSIC 105 T - 106 T.—Theory of Music. (4 points.)

This course is designed to furnish a musical background for the teaching of music in junior and senior high schools.

A study of harmony will include harmonization of melodies in four voice parts: analysis of folk songs and hymn tunes; some keyboard harmony; elementary counterpoint.

Friday, 4-6, Textile H. S. CATHERINE CONWAY.

MUSIC 107 T - 108 T.—Theory and Elementary Harmony. (4 points.)

Scales; intervals; triads; chords of the seventh and ninth; chord progressions; harmony in four parts; music terminology; transposition.

Thursday, 4-6, Textile H. S. ANNE M. BOWEN, B.S.
Both Semesters.

NOTE: The above courses may be taken in connection with the department of Vocational Education.

Allied Courses

EDUC. 185 KT, 186 KT.—Methods of Teaching Music.

ENG. 111 CF, 112 CF.—Modern Schools of Art and Poetry.

CF. also ART, VOCATIONAL EDUCATION, IRISH STUDIES.

In connection with the latter school, the following courses are offered:

MUSIC 151.—The Music of Ireland.

MUSIC 155.—Irish Choral Singing.

GENERAL SCIENCE

SCI. 11 - 12.—General Science. (4 points.)

A lecture course treating in popular style the general principles of physics, chemistry and biology.

PETER J. CONROY, Ph.D., Ph.G.
AND WILLIAM P. HURLEY, B.Sc.

Thursday, 4-6, Pharmacy Building, Uptown.
Both Semesters.

SCI. 13 F.—History of Living Things. (2 points.)

Fundamental astronomy, geology and biology, dealing with the logical theories of the origin of the globe, rocks and fossils. Animals and plants of the past and present, environment and conditions that caused and are causing the extinction of many species of animals and plants. "The phylogenetic series" and its weight as a rational scientific theory. The animals of to-day and their place in nature in relation to man.

Tuesday, 4-6, F. 22. MARK T. CROWLEY, M.S.
First Semester.

SCI. 13 - 14.—History of Living Things. (4 points.)

Same as SCI. 13F.

Saturday, 10.40-12.30, W.L. 2. MARK T. CROWLEY, M.S.
Both Semesters.

SCI. 21 - 22.—History of Biology. (4 points.)

Our earliest biological records, the Bible, the Egyptians, Aristotle, 384, B.C., down to the present day; phases of biological study and development and conditions responsible. The important part played by the Catholic biologists in the advancement of knowledge.

Saturday, 1-2.40, W. 2858. MARK T. CROWLEY, M.S.
Both Semesters.

SCI. 31.—Physiology. (4 points.)

The following subjects will be treated:

Muscle and Nerve.—Voluntary and involuntary muscles and their reaction to mechanical, thermal, chemical and electrical stimulation, etc. Ciliary movement.

Hæmodynamics.—The blood; mechanics of the circulation; the phenomena of the heart-beat; the pulse; the innervation of the heart and the blood vessels. Lymph—formation; composition, etc. Effects of respiration on circulation.

Respiratory System.—Chemistry of respiration; respiratory movements and their regulation; tissue respiration.

Digestive System.—Digestion in the mouth, the stomach and the intestines. Metabolism. Animal heat. Food and diet. The endocrine glands.

Nervous System.—The neuron; the spinal cord; reflex action; spinal shock. The brain. The autonomic system. Sensation and organs of special sense.

PETER J. CONROY, Ph.D., Ph.G.

SCI. 35.—Physiology of the Nervous System. (2 points.)

Nervous System and Its Functions.—A practical course for students who intend to study psychology. The nervous system will be considered from the standpoint of its development and its structure and functions in the adult. Each part of the nervous system will be studied separately and its special functions in the nervous system working as a whole will be demonstrated fully.

PETER J. CONROY, Ph.D., Ph.G.

GERMAN

Head of Department: ALFRED A. TAUSK, M.A.

Conference hours: Saturday, 10.40-12.

UNDERGRADUATE

N.B.: Students are required to complete successfully all undergraduate courses before they can be admitted to any course marked 100 or over.

The completion of German A 1 and A 2 and German 13 and 14 will be accepted by the College in satisfaction of the Elementary German entrance requirements.

GERMAN A 1.—Elementary German. (No college credit.)

This course offers a fine opportunity to those desiring to begin the study of German. It includes a thorough study of the basic principles of grammar, drill in pronunciation and easy readings. The aim is to enable the student to understand, write, read and speak simple German. (Alphabet, pronunciation, syllabication, accent, capitals, punctuation, number, gender, articles, demonstratives, possessives, nouns, numerals, adjectives, word-order, auxiliary verbs, weak verbs.)

Saturday, 9-10.40, W. 775. ALFRED A. TAUSK, M.A.
First Semester.

GERMAN A 2.—Elementary German. (No college credit.)

Continuation of German A 1. Reading, translation, grammar, beginning composition, easy conversation. (Personal, relative and interrogative pronouns, strong verbs, prepositions, conjunctions, subjunctive and conditional, inseparable and separable compounds, modal auxiliaries, indirect statement, reflexive verbs, passive voice.)

Saturday, 9-10.40, W. 775. ALFRED A. TAUSK, M.A.
Second Semester.

GERMAN 13.—Intermediate Rapid Reading. (2 points.)

(Prerequisite: German A 1 and A 2 or equivalent.)

The course is designed especially for those who have completed the Elementary Course and who wish to increase their reading knowledge of German. It includes translation and sight-reading in texts selected on the basis of variety of style, vocabulary and interest. It will appeal especially to those who studied German some time ago and wish an opportunity for review.

Thursday, 4-6, W. 783. ALFRED A. TAUSK, M.A.
First Semester.

GERMAN 14.—Intermediate Rapid Reading. (2 points.)

The course continues on the basis outlined in German 13. It aims further to develop reading-power and to prepare the student to take up the study of the German classics.

Thursday, 4-6, W. 783. ALFRED A. TAUSK, M.A.
Second Semester.

GERMAN 15.—Conversation and Composition. (2 points.)

(Prerequisite: 2 years of German or equivalent.)

The course is conducted largely in German. The main purpose is to train aural comprehension and to give the student facility and a fair degree of fluency in German speaking and writing. Conversation is based on general topics, extracts from newspapers and magazines as well as on composition exercises. The elements of German grammar are reviewed in connection with composition and conversation.

Wednesday, 4-6, W. 775. ALFRED REMY, M.A.
First Semester.

GERMAN 16.—Conversation and Composition. (2 points.)

The procedure outlined in German 15 is continued along with letter-writing, discussions of current topics and original composition.

Wednesday, 4-6, W. 775. ALFRED REMY, M.A.
Second Semester.

GERMAN 19.—Introduction to the German Classics. (2 points.)

(Prerequisite: German 13 and 14 or equivalent.)

A brief survey of the life of Lessing and his place in literature. *Minna von Barnhelm* is read, with conversation in German based upon the text. Reports and discussions. This course will help the student understand and study with profit the ideas and works of the classical period.

Saturday, 10.40-12.30, W. 783. ALFRED REMY, M.A.
First Semester.

GERMAN 20.—Introduction to the German Classics. (2 points.)

Continuation of German 19. A brief survey of the life of Schiller and his place in literature. *Wilhelm Tell* is read, with conversation in German based upon the text. Written and oral reports.

Saturday, 10.40-12.30, W. 775. ALFRED REMY, M.A.
Second Semester.

UNDERGRADUATE AND GRADUATE

GERMAN 101 - 102.—History of German Literature. (4 points.)

Not given in 1929-30. ALFRED REMY, M.A.

GERMAN 121 - 122.—German Drama of the Nineteenth Century. (4 points.)

Not given in 1929-30. ALFRED A. TAUSK, M.A.

GERMAN 131.—Goethe's "Faust." (2 points.)

A study of *Faust* with main emphasis on the first part. The Faust legend. Interpretation of the various scenes. The relationship Goethe's life bears to his masterpiece. Lectures, readings, reports and discussions.

Monday, 4-6, W. 775. ALFRED A. TAUSK, M.A.
First Semester.

GERMAN 132.—Goethe's "Faust." (2 points.)

Continuation of German 131. Special influences in Goethe's life. The friendship with Schiller. Other treatments of the Faust theme. Lectures, readings, reports and discussions.

Monday, 4-6, W. 775. ALFRED A. TAUSK, M.A.
Second Semester.

GERMAN 151.—Scientific German. (2 points.)

This course is intended primarily as a reading course for students of science who wish to familiarize themselves with the technical vocabulary and idioms used in scientific books and periodicals.

The text-book to be used is Greenfield's *Technical and Scientific German,* which contains extracts from leading authors and periodicals in the fields of physics, chemistry, medicine, geology, electrical and mining engineering.

Saturday, 1-2.40, W. 775. ALFRED REMY, M.A.
First Semester.

GERMAN 152.—Scientific German. (2 points.)

The scope of work as outlined for the first semester is enriched by the reading of some standard technical magazines for information regarding the latest developments in some line of special interest to the class.

Saturday, 1-2.40, W. 775. ALFRED REMY, M.A
Second Semester.

SEMINAR

GERMAN 301 - 302.—Kleist. (4 points.)

Hours to be arranged. ALFRED A. TAUSK, M.A.
Both Semesters.

Allied Course

EDUC. 161 K - 162 K.—Teaching of German in Secondary Schools.

GREEK

GREEK 11 - 12.—Beginner's Greek. (4 points.)

This course is intended for students who wish to acquire a good working knowledge of the elements of Greek in a comparatively short time, *i.e.,* for mature beginners, and for students who have previously had some Greek and who wish to refresh their knowledge. Carefully graded selections from a fairly wide range of authors will be studied, *e.g.,* numerous single lines and proverbs from Menander; single lines and aphorisms from the tragedians, Aeschylus, Sophocles and Euripides; easy passages from Xenophon's *Memorabilia;* selected fables of *Æsop;* easy selections from Herodotus; short passages from the New Testament. In the later stages of the course, a considerable portion of Plato's *Lysis,* and of his *Protagoran* will be read.

Text: Allen: *The First Year of Greek.* (Macmillan Co.)

Friday, 4-6, W. 748. EDWARD J. KAVANAGH, M.A.
Both Semesters.

GREEK 13 - 14.—Greek Drama. (4 points.)

The *Alcestis* or the *Hecuba* of Euripides, in Greek. A careful exposition of the Greek text by the instructor. Study of the structure and development of the plays.

Tuesday, 4-6, W. 748. EDWARD J. KAVANAGH, M.A.
Both Semesters.

HISTORY

FACULTY COMMITTEE

Science and Method of History:
Philosophy of History:
Antiquities, and Middle Ages:

Head of Department and Chairman of Faculty Committee:
REV. D. B. ZEMA, S.J.

Modern European History:
Head of Department: EUGENE A. COLLIGAN, Ph.D.

Spanish Civilization:
Head of Department: MARIE R. MADDEN, Ph.D.

American History:
Head of Department: WILLIAM J. RYAN, J.S.D.

Constitutional History:
Head of Department: REV. M. I. X. MILLAR, S.J.

Conference hours—Father Zema, S.J., at the Woolworth, Thursday and Friday, 3-4 P. M.; at Fordham, by appointment.
Other Heads of Divisions, by appointment.

SPECIAL REQUIREMENTS

All graduate students in History must satisfactorily complete a sixty-hour course in Science and Method of History and in Christian Antiquity. Thirty hours of seminar work are further required for M.A. candidates; Ph.D. candidates must complete sixty seminar hours.

Students should consult the Head of the Department for advice and approval as to the courses they wish to select.

Since students must take preliminary examinations both for the M.A. and for the Ph.D. degrees, and since these examinations are designed to discover not merely the results of the work done, but also of independent study, students are advised to take such supplementary courses as they consider of benefit for such examination.

The examination for the M.A. will include a general comprehensive investigation of the student's knowledge of the sequence of civilization from ancient to modern times. Students are advised to take such supplementary courses, apart from their regular work, as they consider will prepare them for that examination.

Attention is drawn to the fact that the Department of History is directly allied with the Department of Political Philosophy. Students should confer courses listed therein for additional work.

Attention is also drawn to the fact that courses in History are now offered in the Bronx Branch for the benefit of students living near that center of instruction.

NOTE: All lectures will be supplemented by atlas studies, required and suggested readings, reports, roundtable discussions and quizzes.

UNDERGRADUATE

HIST. 11 - 12.—Middle Ages. (4 points.)

This course, designed for undergraduate students, surveys the Middle Ages from the breakup of Charlemagne's Empire to the eve of the Protestant Revolt. It studies the organization of mediæval light in the agricultural village, barony and town, with emphasis on the economic, religious, and social aspects; relations between the Papacy and princes; the Crusades; the Inquisition; factors by which modern States and institutions evolved out of the feudal system.

Monday, 4-6, W. 758. GENEVIEVE M. CAMERA, M.A.
Both Semesters.

HIST. 15.—History of England: 449-1688. (4 points.)

Anglo-Saxon government: Germanic traditions imposed on Celto-Roman Britain. Feudalism on the continent. Norman England. The Middle Ages: the universities, religious orders, guilds. Rise of the merchant class; decline of the feudal order. The beginnings of Parliament. The Renaissance. Tudor absolutism. The Church of England. The Protestant Revolt. The "divine right of kings." The popular revolutions of the Seventeenth Century.

Four hours a week for the first semester, morning or evening session, St. John's College, Manhattan Division.

EDMUND C. COLLINS, LL.B.
THOMAS J. SMITH, M.A.
JAMES E. TOBIN, M.A.

HIST. 16.—History of the United States: 1607-1928. (4 points.)

Colonization: the heritage of feudalism and English tradition. Colonial government. The legislature. Early difficulties between the colonists and the royal governors. The Continental Congresses. The mediæval background of the Virginia Bill of Rights and the Declaration of Independence. The separation from England. The framing of the Constitution. The slave question. States' rights. John Marshall. The Civil War. The amendments to the Constitution as an indication of national progress. The United States as a world power.

Four hours a week for the second semester, morning or evening session, St. John's College, Manhattan Division.

EDMUND C. COLLINS, LL.B.
THOMAS J. SMITH, M.A.
JAMES E. TOBIN, M.A.

UNDERGRADUATE AND GRADUATE

HIST. 101 - 102.—Science and Method of History. (4 points.)

(Prescribed for graduate students.)

A systematic study of the logic of historical investigation and reconstruction, designed to acquaint students with the scientific nature, scope and function of history. It comprises (a) *Heuristic:* discovery, description and location of source-material; bibliography; principles and practical method of research. (b) *His-*

torical Criticism: principles, criteria, and auxiliary sciences applied to determine the authenticity, integrity of documents, and the interpretation and truthfulness of their content. (c) *Synthesis:* principles, logical aids (analogy, hypothesis, induction) and method that guide the reconstruction of facts and events in their true organic relations.

Thursday, 4-6, W. 780. Rev. Demetrius B. Zema, S.J.
Both Semesters.

HIST. 111.—Oriental Antiquity. (2 points.)

A survey of the earliest known civilizations in the light of recent exploration and discovery, especially in Egypt, Assyria, Babylonia, and Palestine; their institutional life; and their cultural connections with the oldest civilizations of Europe.

Given in Summer, 1930. Tibor Kerekes, Ph.D.

HIST. 113.—Grecian Antiquity. (2 points.)

Sources of Greek History; recent archæological exploration and discoveries in the Ægean. The Homeric Age; colonial expansion of Hellas; growth of democracy; economic conditions; development of religion and culture. Persian Wars, the Age of Pericles to the break-up of Alexander's Empire. Hellenistic culture; the Roman conquest.

Thursday, 4-6, W. 740. Walter F. Robinson, Ph.D.
First Semester.

HIST. 116.—Roman Antiquity. (2 points.)

Sources of Roman History. The Etruscans; earliest Rome; the early Republic, its conquest of Italy and rivalry with Carthage; conquest of the eastern Mediterranean; Greek influences. Roman government, society, religion, culture, commerce. Overthrow of the Republic; the Empire, its rise, decline and fall; triumph of Christianity; Constantine; the barbarians.

Thursday, 4-6, W. 740. Walter F. Robinson, Ph.D.
Second Semester.

HIST. 117 - 118.—Christian Antiquity. (4 points.)

(Prescribed for graduate students.)

This is a critical inquiry into the historical beginnings of Christianity. In the light of documentary and archæological evidence, the course reconstructs the historical context in which Christianity first appeared; traces the various influences it met, the elements of its earliest organization and worship, the successive steps of its separation from the Synagogue, its spread over the gentile and barbarian world, its long conflict with paganism and heresy, its victory over them, and the part it played in the break-up of the Roman empire. Account will be taken of the interpretation of this period by the syncretist and evolutionistic schools and by the "higher critics" in general.

It is recommended that this course be taken as a parallel course to HIST. 101 - 102.

Monday, 4-6, W. 780. Rev. Gustave de Leon, M.A.
Both Semesters.

HIST. 117 F - 118 F.—Christian Antiquity. (4 points.)

A repetition of HIST. 117 - 118.

Wednesday, 4-6, Library 1. REV. DEMETRIUS B. ZEMA, S.J.
Both Semesters.

HIST. 121 F - 122 F.—Early Middle Ages (From Constantine to Charlemagne). (4 points.)

This course covers the transitional period from the pagan Roman Empire to the Christian Feudal Age. It critically examines the breakdown of the Roman administration in the west; the part which the barbarian folks of the north played in the general collapse; the settlements of the new people on Roman territory; their readjustment to a civilization now become Christian; and the respective contributions which the Church, Roman institutions and the northern people made to this civilization, usually termed Mediæval.

Monday, 4-6, Library 1. REV. DEMETRIUS B. ZEMA, S.J.
Both Semesters.

HIST. 123.—The Feudal Age and Its Outstanding Institutions. (2 points.)

This course undertakes a close study of the feudal period from original sources. It traces the origins, development and extension of the Feudal System in its political, military, social and economic aspects and consequences; it examines the relations between Church and State and the exercise of jurisdiction by the Popes over the secular princes; it considers the outstanding events resulting from or consolidating the foregoing institutions: (a) the Lay-investiture conflict, (b) the Crusades, (c) the Inquisition.

Tuesday, 4-6, W. 780. LOUIS J. POTTS, Ph.D., LL.M.
First Semester.

HIST. 124.—The Close of the Feudal Age. (2 points.)

This course will study from sources the gradual disintegration of the feudal suzerainties, and the contemporaneous rise and development of the dynastic and national States; the political theories attending the transition period, and the attempts to subordinate Church to State: conflict between Boniface VIII and Philip the Fair; the "captivity" at Avignon; the Great Schism of the West; the Conciliar conflicts; the rise of secularism; Humanism in Italy and beyond the Alps; Europe and the Turks; political, social and economic conditions in Europe on the eve of the Protestant Revolt.

Tuesday, 4-6, W. 780. LOUIS J. POTTS, Ph.D., LL.M.
Second Semester.

HIST. 127 F.—The Mediæval Renaissance. (2 points.)

In the light of sources and latest research, this course will study the revival of learning and growth of culture after the disorganization of the Roman Empire of the West by the Germans; the Church Fathers and learning; Monasticism; the Carolingian revival; the Renaissance of the Twelfth Century; the rise of the

Universities; Mediæval science and art; the intellectual activity of the Thirteenth Century; revised estimate of the Italian Renaissance.

Thursday, 4-6, F. 25. SAMUEL F. TELFAIR, JR., M.A.
First Semester.

HIST. 129.—The Normans in European History. (2 points.)

The invasions of the Norsemen in continental Europe, the Mediterranean and the British Isles. The Norman Conquest of England; the Anglo-Norman Conquest of Ireland; influence and significance of these in the history of France, England and Ireland.

Saturday, 1-2.40, W. 764. HENRI M. BARZUN, Ph.D.
First Semester.

HIST. 135 - 136.—The Protestant Revolt and Catholic Reformation—1494-1648. (4 points.)

A close study of religious, political, economic, intellectual and social conditions at the beginning of the sixteenth century, and the bearing of each factor on the revolt. Luther and the spread of the revolt in the Germanies, and the northern countries; Calvin and his international Protestantism. The Reformation from within: religious orders, the Council of Trent and the effects of its decrees; the Wars of Religion; Thirty Years' War.

Tuesday, 4-6, W. 770. CYRIL GODDARD, Ph.D.
Both Semesters.

HIST. 137.—The Protestant Revolt in England. (2 points.)

Principles and personalities involved in the religious history of the English people during the fifteenth and sixteenth centuries: Wycliffe and the beginning of Lollardy; Cardinal Beaufort and the clergy in politics; Provisors and Præmunire; the Tudor Cæsarism; Wolsey and the divorce of Henry VIII; Cranmer and the breach with Rome; Sir Thomas More and the Carthusians; Cardinal Pole and the real Reform; Edward VI and imported Protestantism; Mary Tudor's troubles; the Church under Queen Elizabeth.

Given in Summer, 1930.

HIST. 139.—History of England from the Accession of Henry VII to the Revolution of 1688. (2 points.)

The Tudor Monarchy; Absolutism and Parliament; the Reformation; Catholic Reaction; the Stuart Kings and Parliament; Petition of Right; Revolution of 1688; and the Bill of Rights.

Saturday, 9-10.40, W. 2862. JOHN P. O'MAHONY, Ph.D.
First Semester.

HIST. 142.—History of England from 1689 to the Present. (2 points.)

The Second 100 Years' War; growth of the British Colonial Empire; gains from the War of the Spanish Succession and the Seven Years' War; revolt of the American Colonies; reforming the British Parliament; effect of the French Revolution; England's

part in the Napoleonic struggle; great reforms of the nineteenth century; growth of self-governing colonies; their governments; India; European Alliances and the World War.

Saturday, 9-10.40, W. 2862. JOHN P. O'MAHONY, Ph.D.
Second Semester.

HIST. 145.—History of Ireland. (2 points.)

General survey of pagan Ireland. The coming of Christianity; institutional life; learning; missionaries abroad; Danish invasions; Anglo-Norman Conquest; to the Cromwellian settlement and modern times.

Tuesday, 7-9, W. 783. HERBERT D. A. DONOVAN, Ph.D.
First Semester.

HIST. 151 F - 152 F.—Europe in the Seventeenth and Eighteenth Centuries. (4 points.)

Continental politics and absolutism; mercantilism and colonial rivalry; material science and philosophism; the "Age of Reason"; the French Revolution; Era of Napoleon; industrial revolution; religious and social conflicts; condition of society.

Friday, 4-6, F. 25. SAMUEL F. TELFAIR, JR., M.A.
Both Semesters.

HIST. 155 - 156.—Europe in the Nineteenth Century. (4 points.)

The rise of new State systems on lines of nationalism in continental Europe. Growth and spread of industrialism; social consequences of industrialism; rise of Germany and Italy; present problems.

Saturday, 9-10.40, W. 744. EUGENE A. COLLIGAN, Ph.D.
Both Semesters.

HIST. 162.—The French in North America. (2 points.)

This course covers the discovery, exploration and colonization of the St. Lawrence valley, the Great Lakes region and the Mississippi valley by French explorers and missionaries; settlements in the Floridas, Acadia, and Texas; French contributions to the civilization of the New World; and co-operation with the American colonies in their conflict with England.

Saturday, 1-2.40, W. 764. HENRI M. BARZUN, Ph.D.
Second Semester.

HIST. 163.—America Before Columbus. (2 points.)

This course surveys the field of early American history; paleolithic and neolithic features of North America; origins of early races; Inca, Atzec and Maya civilizations; archæological exploration; the Norse and other discoverers; European background before 1500.

Saturday, 1-2.40, W. 769. WILLIAM J. RYAN, M.A., J.S.D.
First Semester.

SPANISH CIVILIZATION

NOTE: Students whose field of major interest is American History, should note the importance of Spain in the civilization of the Western Hemisphere.

HIST. 165 - 166.—History of Spain. (4 points.)

Pre-Roman; Roman, with emphasis upon administration and organization of social and economic life; Visigothic, emphasizing the transition from pagan to Christian ideals; the Reconquest, with emphasis upon the special conditions created by a long war and a shifting frontier and the peculiar cast this gave to the institutions, social, political and economic; the reforms of the Catholic Kings; policies of Charles V and Philip II; interaction of Spain and Europe: Bourbon policies, Spain in the European wars from the Sixteenth Century to the Napoleonic Wars; effects of the French Revolution in Spain; the Nineteenth Century; modern problems.

Wednesday, 4-6, W. 740. MARIE R. MADDEN, Ph.D.
Both Semesters.

HIST. 167 - 168.—Spanish Civilization in America—1492 to 1800. (4 points.)

Early discoveries and settlements in the islands and on the mainland of South America; conquests of Cortés and Pizarro; administration of government, titles to the new lands, the Council of the Indies, the Consulado, the Viceroy, local government; treatment of the Indians, theory, system of *encomiendas* and *pueblos,* problem of race amalgamation and assimilation of Spanish cultures; achievements in art, literature, science and education; the Church as a civilizing factor; land system and economic conditions, significant historical events in the history of the viceroyalties; causes of decay of Spanish influence, religious, political, economic and social.

Friday, 4-6, W. 2858. MARIE R. MADDEN, Ph.D.
Both Semesters.

HIST. 169.—History of Mexico. (2 points.)

This course discusses the Indian civilization of Mexico before the Conquest, characteristics and institutions; the Conquest; the civilization developed by Spain, the aims and political, social and religious institutions; the work of the Catholic Church; revolution of 1810; independent Mexico; present-day problems such as the land question, the Indian problem, the internal situation of the country, Constitution of 1917, and the position of Mexico in international politics.

Saturday, 2.50-4.30, W. 758. MARIE R. MADDEN, Ph.D.
First Semester.

HIST. 172.—Spanish-American Republics. (2 points.)

Their rise and place in world politics; contributions to the study of international law; the Monroe Doctrine; Pan-American Congresses; League of Nations; contacts with the Far East through immigration and politics; present situation.

Thursday, 4-6, W. 2858. EUGENE A. COLLIGAN, Ph.D.
Second Semester.

HIST. 175.—American History—Colonial and Revolutionary Period, 1492 to 1783. (2 points.)

European beginnings; Settlement of British Colonies; Conflict with France for control of North America; causes, events and results of American Revolution.

Tuesday, 4-6, W. 758. JOHN P. O'MAHONY, Ph.D.
First Semester.

HIST. 178.—History of the United States—Early National Period, 1783 to 1828. (2 points.)

Articles of Confederation; critical period; formation of the Constitution; establishment of national government; foreign affairs; War of 1812; national development after War of 1812.

Tuesday, 4-6, W. 758. JOHN P. O'MAHONY, Ph.D.
Second Semester.

HIST. 179—History of the United States—Middle National Period, 1829 to 1870. (2 points.)

Growth of the West; railroad expansion; sectionalism; compromise of 1850; secession and Civil War.

Friday, 4-6, W. 816. JOHN P. O'MAHONY, Ph.D.
First Semester.

HIST. 182.—Contemporary United States. (2 points.)

This course will begin with a rapid survey of American history from 1865 to 1900, emphasizing social, economic and political factors. This will be followed by a more detailed and analytical treatment of the period since 1912.

Saturday, 1-2.40, W. 769. WILLIAM J. RYAN, M.A., J.S.D.
Second Semester.

HIST. 184 F.—Contemporary History—The World War. (2 points.)

Diplomatic background of the war; outbreak of the war; expansion of the conflict; peace settlement; Treaty of Versailles; League of Nations and its international problems; reparation problems; return to peace, from Versailles to Locarno.

Thursday, 4-6, F. 25. SAMUEL F. TELFAIR, JR., M.A.
Second Semester.

HIST. 187.—International Relations. (2 points.)

A study of the problems of nationalism, internationalism, imperialism, and settlement of international conflicts. European alliances since 1870; balance of power; struggle for markets; militarism and navalism. Influence of foreign investments. International peace organizations and movements.

Saturday, 9-10.40, W. 774. WILLIAM J. RYAN, M.A., J.S.D.
First Semester.

HIST. 188.—Comparative Government of European States. (2 points.)

A study of the governmental structure, functions, and operations of the leading countries of Europe. Comparison with the American Federal Government. Lectures, reports, discussions.

Saturday, 9-10.40, W. 774. WILLIAM J. RYAN, M.A., J.S.D.
Second Semester.

HIST. 191 - 192.—The Italian Peninsula. (4 points.)

This course is a study of mediæval and modern Italy intended to furnish the historical perspective for the recent readjusted relations between the Papacy, modern Italy and other nations. It will survey events from the Lombard invasion to the "Risorgimento": the establishment of the temporal sovereignty of the Popes; the rise of the communes and the city States; organization of society; development of trade, literature and art; the Age of Dante; the classical Renaissance; conflicting political units; Papal States; Guelphs and Ghibellines; nationalistic reaction against foreign overlords; political unification.

Wednesday, 4-6, W. 780. GENEVIEVE M. CAMERA, M.A.
Both Semesters.

HIST. 193 - 194.—The Roman Empire in the East. (4 points.)

A synthetic survey of the Byzantine Empire from the foundation of Constantinople to the coming of the Turks: the fusion of Hellenism, Christianity and the East into the cultural composition of Byzantine civilization; origins and development of the conflict between Eastern and Western Christendom; spread of Byzantine culture to Russia and Balkan lands; rise and spread of Islam; importance of the Byzantine Empire for the civilization of the West.

Tuesday, 4-6, W. 746. REV. GUSTAVE DE LEON, M.A.
Both Semesters.

HIST. 195 - 196.—The Near East. (4 points.)

Rise and decay of the Ottoman Empire; the Crusades; the Near Eastern question; racial problems in the Balkans. Christianity and Mohammedanism since the World War, treated with special reference to the racial, religious, and political factors at work in this portion of the world.

Monday, 4-6, F. 21. HENRI M. BARZUN, Ph.D.
Both Semesters.

HIST. 198.—The Far East. (2 points.)

India, China, Japan: a survey of their civilizations; foreign influences in these lands, and international problems arising therefrom.

Saturday, 2.50-4.30, W. 758. MARIE R. MADDEN, Ph.D.
Second Semester.

SEMINAR

HIST. 301 - 302.—Seminar in the Philosophy of History.
(Prescribed for Graduate Students.)

(4 points.)

The aim of the inquiries and discussions in this seminar will be to formulate a consistent and tenable Philosophy of History. The discussions will embrace: (1) a historical survey and critical evaluation of the various schools of historical interpretation; (2) an analysis of the basic factors and causes of objective history universally considered; *i.e.,* man, the individual and the social group; nature; the cultural milieu; the supernatural; the

laws regulating the mutual relations of these factors; (3) their integration in the structure of world history; (4) historical verification of purposive unity and providential guidance of human affairs; (5) the ultimate purpose of man in history and the goal of human progress.

Friday, 4-6, W. 769. Rev. Demetrius B. Zema, S.J.
Both Semesters.

Additional Courses

For additional courses in History confer the Department courses offered by the Department of Political Philosophy—also:

PHIL. 109, 110.—History of Mediæval Philosophy.

PHIL. 113, 114.—History of Modern Philosophy.

SOC. 108.—Social History.

SOC. 164.—Industrial History.

Allied Courses

SCI. 21, 22.—History of Biology.

EDUC. 101 A, 102 A, 103 A, 104 A, 106 A.—History of Education.

EDUC. 171 K, 172 K.—Teaching of History in Elementary Schools.

EDUC. 173 K, 174 K.—Teaching of History in Secondary Schools.

IRISH STUDIES

Joseph Campbell
Director, School of Irish Studies

Courses offered in the School of Irish Studies may be taken separately as courses in the Departments of English, History or Music, or they may be taken towards degrees offered in the school itself. The regular requirements for graduate degrees govern all candidates, and the special requirements of the Department of English govern students majoring in Irish Literature.

IRISH LITERATURE

ENG. 142 C.—Survey of Gaelic Literature. (2 points.)

A knowledge of Gaelic will not be necessary in this course. The history of Irish literature from the days of the pre-Christian sagas, through the tales and syllabic poems of the Middle Ages, Keating's *History,* the *Annals of the Four Masters,* O'Bruadair and the poets of the Jacobite revolt (1689-1745), the decline of the Bardic system, the peasant-poets of the penal laws (1691-1829), and the Gaelic revival (1898), will be traced, both from the insular angle and the world angle. Students taking the

courses in modern Irish literature will find this useful as a background. Ireland is a country of linked tradition.

Text: Elanor Hull: *A Text-Book of Gaelic Literature.*

Monday, 4-6, W. 808. JOSEPH CAMPBELL.
Second Semester.

ENG. 151 C.—Gaelic Origins in the Light of Aryan Philology. (2 points.)

Phonetics and semantics; distribution of languages; the spring festival in Italy and Ireland; tripartite significance of Gaelic words—light, sound and vibration; the home of the Gaels.

Friday, 4-6, W. 746. ERNEST P. HORRWITZ, Ph.D.,
First Semester. Government of Bombay Research Lecturer on Indo-Iranian Antiquities for 1928.

ENG. 154 C.—Gaelic and Nordic Saga-Lore. (2 points.)

The Irish Pantheon; Valhalla; Wodan and Frey; Balder; Tiu and Thor; the Vikings; Nerthus. Anglo-German hero worship; the Swan-Knight; Wayland Smith; the Haddings; the White Lady; the Fireside; the Mountain Ash; the Plowland; the Red Branch Knights; Tain Bo; the Fenian legends.

Friday, 4-6, W. 746. ERNEST P. HORRWITZ, Ph.D.,
Second Semester. Formerly Professor of Sanskrit, Trinity College, Dublin.

ENG. 155 C - 156 C.—The Gaelic Epics. (2 points.)

This course will be given in English, and requires no knowledge of Gaelic. It will include a discussion of what the ancient poets called "the prime stories of Ireland"—combinations of epic and novel, prose and poetry. These stories are divided in the manuscripts into the following romantic catalogue: Destructions of fortified places, cow-spoils (*i.e.*, cattle-raiding expeditions), courtships or wooings, battles, cave-stories, navigations, tragical deaths, feasts, sieges, adventures, elopements, slaughters, water-eruptions, expeditions, progresses and visions. "He is no poet," says *The Book of Leinster,* "who does not synchronize and harmonize all the stories." Part of the work of students will be the synchronization and harmonizing of the stories with the epics of other lands, east and west.

Monday, 7-9, W. 779. JOSEPH CAMPBELL.
Either Semester.

ENG. 157 C.—Bards of the Gael and Gall. (2 points.)

Lays of the Milesian invaders of Ireland; Lays of the Cuchullain period (*circa* 50 B.C.); Lays of the Fionn period (Third Century); Lays of the age of lamentation; Poems of the Christian dawn (Fifth and Sixth Centuries); Early Christian Poems; Poems of the Gael and Norse Vikings (Ninth Century); of the Gall and Norman (Twelfth Century); of the Seventeenth and Eighteenth Centuries. Poems of each class will be read and discussed. Characteristics of Gaelic poetry will be reviewed. Students taking this course will find the correlated courses on the Gaelic Epics and Gaelic Literature useful.

Text: Dr. George Sigerson: *Bards of the Gael and Gall.*

Monday, 4-6, W. 748. MARY C. GRAHAM, B.A.
First Semester.

ENG. 159 C - 160 C.—The Fairy and Folk-Tales of Ireland. (2 points.)

Apart from her ancient Gaelic sagas, Ireland has a wealth of folk-tales and fairy-lore. In this course Dr. Douglas Hyde's and William Larminie's collections of stories gathered from the oral recital of Irish peasants will be studied in relation to the earlier Ossianic tales and poems. The type-story—step or ladder-type, transformation-type, retribution-type, chapbook-type, etc.—will be examined historically and esthetically. The folk-tale has an important place in modern primary education, and this course should be of especial value to teachers in high schools.

Text: *Irish Fairy and Folk-Tales,* edited by W. B. Yeats.

Monday, 4-6, W. 808. JOSEPH CAMPBELL.
Either Semester.
or
Thursday, 7-9, W. 808.
Either Semester.

ENG. 162 C.—The Easter-Song of Sedulius and Milton's "Paradise Lost" and "Paradise Regained." (2 points.)

The Easter-Song of Sedulius takes rank as the first epic of Christendom, and may be regarded as the morning hymn of the Christian world. This epic poem, written by Sedulius (in Gaelic, Siadhal), the first scholar-saint of Ireland, will be read and discussed. The life of Sedulius and the times he lived in will be covered. Parts of Milton's epics will be read with a view to finding how great a debt Milton owes to Sedulius.

Text: *The Easter-Song of Sedulius,* edited by Dr. George Sigerson.

Monday, 4-6, W. 748. MARY C. GRAHAM, B.A.
Either Semester.

ENG. 168 C.—The Songs of Connacht. (2 points.)

In this course the love songs, religious songs, and political songs collected by Dr. Douglas Hyde in the western counties of Ireland will be drawn upon, and their historical and geographical background explained. The poems of the blind bard, Anthony Raftery (1784-1835), will also be read, with special reference to the stirring times in which they first saw the light.

Wednesday, 4-6, W. 783. JOSEPH CAMPBELL.
Second Semester.

ENG. 175 C - 176 C.—"The Hidden Ireland." (2 points.)

Ireland celebrated this past summer the centennial of the passing of O'Connell's Emancipation Bill in 1829, which gave to Irish and English Catholics freedom from the cruel exactions of the penal laws. The period covered by this course (1691-1829) is that of "The Hidden Ireland" of the Eighteenth Century, which even the friendly and erudite Lecky ignored—the Ireland of unquenchable hope and resurgent learning and humor. To an American who asks, "What was Ireland doing and writing in the time of the War of Independence?" this course will supply an answer.

Text: Daniel Corkery: *The Hidden Ireland.*

Wednesday, 7-9, W. 779. JOSEPH CAMPBELL.
Either Semester.

ENG. 177 C.—The Irish Note in Edgar Allan Poe. (2 points.)

Poe (1809-1849)—one of the two major poets of America—derived in his ancestry from John Poe, "who had emigrated about 1745 from the North of Ireland and settled in Pennsylvania." Does that "beauty with strangeness" in his work, which Matthew Arnold states is the differentiating quality in authentic Celtic literature, betray a spiritual atavism? In this course the question will be discussed, and Poe's verse-systems compared with those of his Dublin contemporary, James Clarence Mangan (1803-1849).

Wednesday, 4-6, W. 783. JOSEPH CAMPBELL.
First Semester.

ENG. 179 C - 180 C.—Irish Contacts of Famous English Writers. (2 points.)

The following topics will be touched on: Spenser and Kilcolman Castle. Raleigh at Youghal. Irish references in Shakespeare. Marvell and the Cromwellian wars in Ireland. Addison's visit to Dublin. The Dean of St. Patrick's. Dr. Johnson's friendship with Goldsmith, Burke and Charles O'Conor. Blake's Irish mysticism. Coleridge and the Insurrection of 1798. Byron, Moore and Daniel O'Connell. Shelley's support of Catholic Emancipation. Walter Scott and Maria Edgeworth. George Borrow's *Lavengro*. The Irish ancestry of the Brontes, Matthew Arnold's *Study of Celtic Literature*. Newman's university experiment in Dublin.

Friday, 4-6, W. 808. JOSEPH CAMPBELL.
Either Semester.

LABORATORY THEATRE

ENG. 191 C - 192 C.—Dramatics. (4 points.)

The School of Irish Studies Laboratory Theatre will begin as an experimental, laboratory group interested in interpreting, dramatically, plays written by the later Irish dramatists. The works of Yeats, Lady Gregory, Synge, Colum, Corkery, Campbell, and others, will be drawn upon, and as the idea progresses and takes shape it is hoped that original plays will be forthcoming. A number of plays will be read quickly, and the class will choose three for production during the term. Rehearsals will be held in the class-room, and occasionally in the home of the instructor, or elsewhere, if additional rehearsals are necessary. The plays will represent the inauguration of the Laboratory Theatre of the School of Irish Studies of Fordham University. Those studying the drama in other departments will find the work fascinating and helpful. An opportunity will be afforded students interested in settings and costume designs for plays to submit plans for the various productions. The work will be so arranged that it will fit in with the lectures on Irish music and tonal rhythm given by Miss Helga McC. Salkeld. The instructor will be advised and assisted by Mr. Joseph Campbell and Dr. George Sullivan.

Monday, 7-9, W. 2858. MARY C. GRAHAM, B.A.
Both Semesters.

Additional Courses

Other courses offered in the School of Irish Studies are to be found listed in the English Department. These are:

ENG. 159 B.—The Poets of the Irish Renaissance.

ENG. 195 B.—Irish Drama I.

ENG. 197 B.—Irish Drama II.

IRISH LANGUAGE

IRISH 21 - 22.—Modern Irish for Beginners. (4 points.)

Modern Irish begins with Geoffrey Keating's *Forus Feasa ar Eirinn,* 1634. This book was written under romantic circumstances while hiding from the vengeance of Carew, English President of Munster. The tradition set by Keating is continued in the work of Father Peter O'Leary, Padraic O'Conaire and An Seabhac of the present day.

Text: O'Growney: *Simple Lessons in Irish,* Parts 1-3.

Saturday, 9-10.40, W. 785. EDWARD J. KAVANAGH, M.A.
Both Semesters.

IRISH 25 - 26.—Modern Irish, Advanced Course. (4 points.)

Texts: Rev. Peter O'Leary: *Seadhna.* Christian Brothers: *Aids to Irish Composition.* (M. H. Gill & Sons, Dublin.)

Readings from other modern Gaelic writers.

Saturday, 10.40-12.30, W. 785. EDWARD J. KAVANAGH, M.A.
Both Semesters.

IRISH HISTORY

HIST. 145.—History of Ireland.

IRISH MUSIC

MUSIC 151.—The Music of Ireland. (2 points.)

The development of Irish music from the earliest times. Legends and folk-lore connected with Irish music. The influence of Irish monastic foundations on European music. Irish music and the trouvères and troubadours. The types of Irish folk-tunes. *Geantraidhe, suantraidhe, goltraidhe;* love-songs, sleep-songs, laments. The form and tonality of an Irish melody. Variants in folk-tunes. The great Irish collectors: Bunting, Petrie, O'Neill, Hughes. Some famous Irish harpers: O'Carolan, Hempson, Arthur O'Neill. Irish music as an art-form. John Field (b. Dublin, 1782), the father of the Nocturne. Grieg's Gaelic ancestry. Edward Alexander MacDowell's "Keltic Sonata." The modern trend: Arnold Bax, Hamilton Harty, Cyril Scott, Percy Grainger. The future of Irish music.

Thursday, 7-9, W. 740. HELGA MCC. SALKELD,
First Semester. Violin Pupil of César Thomson, Brussels, and Leopold Auer, Petrograd.

MUSIC 155 - 156.—Irish Choral Singing. (4 points.)

A group of those with good voices interested in choral singing will be created, with the object of popularizing Irish music at public performances to be given under the auspices of the Laboratory Theatre of the School of Irish Studies at the end of the term. The work will be mainly practical, but during the first half-hour of the class the instructor will talk briefly on the history and theory of Irish music, with violin illustrations.

Tuesday, 7-9, W. 744. HELGA McC. SALKELD.
Both Semesters.

ITALIAN

UNDERGRADUATE

ITALIAN A 1 - A 2.—Elementary Italian. (No college credit.)

Grammar and syntax; regular and irregular verbs; oral and written exercises. Easy readings from modern writers and practice in composition.

Tuesday, 6-8, W. 816. ALEXANDER AUSILI, M.A.
Both Semesters.

ITALIAN 11 - 12.—Advanced Italian. (4 points.)

Thorough review of syntax; advanced composition; study of idioms and conversation. Class reading of short stories by De Amicis, Fucini, Fogazzaro, Papini, Panzini.

Wednesday, 6-8, W. 816. ALEXANDER AUSILI, M.A.
Both Semesters.

ITAL. 13 - 14.—Advanced Italian. (8 points.)

Same as ITAL. 11 - 12, with further readings.

Four hours a week, through both semesters, morning or evening session, St. John's College, Manhattan Division.

ALEXANDER AUSILI, M.A.
FRANCIS PRISTERA, Ph.D.

UNDERGRADUATE AND GRADUATE

ITALIAN 101.—History of Italian Literature. (2 points.)

A general review of Italian literature with illustrative readings from the most significant works. The period covered is from the beginnings to the Renaissance.

Thursday, 6-8, W. 816. ALEXANDER AUSILI, M.A.
First Semester.

ITALIAN 102.—History of Italian Literature. (2 points.)

The period treated is from the Renaissance to the present time.

Thursday, 6-8, W. 816. ALEXANDER AUSILI, M.A.
Second Semester.

ITALIAN 103.—Dante—Divina Commedia. (2 points.)

Introduction to the study of the *Commedia.* Reading and explanation of *The Inferno.*

Monday, 6-8, W. 816. ALEXANDER AUSILI, M.A.
First Semester.

ITALIAN 104.—Dante—Divina Commedia. (2 points.)

Reading and explanation of *Purgatorio.*

Monday, 6-8, W. 816. ALEXANDER AUSILI, M.A.
Second Semester.

Allied Courses

HIST. 191, 192.—History of the Italian Peninsula.

EDUC. 155 K.—Teaching of Modern Language.

EDUC. 158 K.—Problems in Modern Language Teaching.

LATIN

Head of Department: FRANCIS PRISTERA, Ph.D., Litt.D.
Conference hour: Wednesday, 2 to 4.

SPECIAL REQUIREMENTS

Three years of high school work is a prerequisite to undergraduate courses. Eighteen undergraduate points are required for the degree of Bachelor of Arts. Latin is not required for the degree of Bachelor of Science. It may, however, be taken as an elective.

Undergraduate and graduate students must consult the Head of the Department for the selection of Latin courses.

No one will be admitted as a candidate for a graduate degree in Latin who is not able to read at sight Latin texts of ordinary difficulty.

A few weeks before Easter graduate students in Latin must pass a special written examination in advanced composition and in general classical culture.

Theme work will be required in all courses in Latin.

UNDERGRADUATE

LATIN A 1 - A 2.—Elementary Latin. (No college credit.)

This course is designed for students with no previous knowledge of Latin, and for those desiring a thorough review of the principles of Latin grammar. It will include prepared and sight translations of easy Latin.

Saturday, 9-10.40, W. 808. KATHLEEN E. MURPHY, Ph.D.
Both Semesters.

LATIN 11 - 12.—Latin Composition. (4 points.)

(For undergraduates of Freshmen year.)

Saturday, 9-10.40, W. 779. ALEXANDER AUSILI, M.A.
Both Semesters.

LATIN 13.—College Latin. (4 points.)

Cicero and the arts. The cultured mind of the Roman as reflected in the history and art of the times. A brief survey of Roman literature. Cicero as a man of letters. His influence in antiquity, in the Middle Ages, the Renaissance, the modern world.

Review of grammar, with exercises based upon the text. Translations, with stress upon idiomatic English renderings, from *Pro Archia* and the Fourth Verrine.

Four hours a week during the first semester, morning or evening session, St. John's College, Manhattan Division.

JAMES E. TOBIN, M.A.

LATIN 14.—College Latin. (4 points.)

Cicero and the State. The legal mind of the Roman as reflected in the history of his career. Law and politics in Cicero's day. Cicero as a man of law. His political ideal. The beginnings of Roman law and its influence through the ages.

Grammatical review, continued. Translations from and exercises based upon *Pro Marcello* and *Pro Lege Manilia.*

Four hours a week during the second semester, morning or evening session, St. John's College, Manhattan Division.

JAMES E. TOBIN, M.A.

LATIN 15 - 16.—College Latin. (8 points.)

A repetition of LATIN 13 - 14, given in the afternoon session (Feb.-Sept., 1930), St. John's College, Manhattan Division.

JAMES E. TOBIN, M.A.

LATIN 21.—Cicero: Pro Milone. (2 points.)

Translation and syntax. Historical, literary and mythological references. Special emphasis on rhetorical features of the oration.

Saturday, 1-2.40, W. 2862. REV. EDWARD ROBERTS MOORE, Ph.D.
First Semester.

LATIN 23.—Cicero: Second Philippic. (2 points.)

The Second Philippic will be studied in Latin and the other Philippics read in English for the purpose of comparison and fuller understanding of the history of the case.

Tuesday, 4-6, W. 748. CYRIL B. EGAN, B.A.
First Semester.

LATIN 35.—Virgil—Georgics. (2 points.)

FRANCIS PRISTERA, Ph.D., Litt.D.

Not given in 1929-30.

LATIN 42.—Horace: Odes and Epodes. (2 points.)

Reading and interpretation. Literary and mythological references. Origins in antiquity. Special study of form.

Saturday, 1-2.40, W. 2862. REV. EDWARD ROBERTS MOORE, Ph.D.
Second Semester.

LATIN 43.—Horace—Satires and Selections. (2 points.)

Reading and interpretation. Study of the development and the growth of the satire in Latin literature.

Saturday, 1-2.40, W. 770. FRANCIS PRISTERA, Ph.D., Litt.D.
First Semester

LATIN 45.—Horace—Carmen Sæculare and Epistles. (2 points.)

FRANCIS PRISTERA, Ph.D., Litt.D.

Not given in 1929-30.

LATIN 51.—Livy. (2 points.)

Prepared and sight translations from Book XXI. Study of Roman historical style exemplified by Livy. Advanced composition.

Tuesday, 4-6, F. Collins 17. EDWARD J. KAVANAGH, M.A.
First Semester.

LATIN 55.—Catullus: Poems. (2 points.)

Monday, 4-6, W. 2858. FRANCIS PRISTERA, Ph.D., Litt.D.
First Semester.

LATIN 62.—Ovidius: Metamorphoseon. (2 points.)

Monday, 4-6, W. 2858. FRANCIS PRISTERA, Ph.D., Litt.D.
Second Semester.

LATIN 66.—Tacitus: Agricola. (2 points.)

Saturday, 1-2.40, W. 770. FRANCIS PRISTERA, Ph.D., Litt.D.
Second Semester.

UNDERGRADUATE AND GRADUATE

LATIN 101.—History of Latin Literature. (2 points.)

The period of the Republic.

Saturday, 10.40-12.30, W. 2862. FRANCIS PRISTERA, Ph.D., Litt.D.
First Semester.

LATIN 102.—History of Latin Literature. (2 points.)

The period of the Empire.

Saturday, 10.40-12.30, W. 2862. FRANCIS PRISTERA, Ph.D., Litt.D.
Second Semester.

LATIN 106.—Latin Prose Composition (Advanced). (2 points.)

Review of syntax; intensive study of the moods. Continuous prose, chiefly narrative. Considerations of style. Models: Cæsar, Cicero, Pliny the Younger.

Friday, 4-6, W. 816. EDWARD J. KAVANAGH, M.A.
Second Semester.

LATIN 113.—Cicero—De Amicitia, De Senectute. (2 points.)

A study of Cicero, the essayist, as contrasted with Cicero, the orator and politician.

Thursday, 4-6, W. 2858. CYRIL B. EGAN, B.A.
First Semester.

LATIN 116.—Cicero—In Verrem. (2 points.)

Translation. Analysis and discussion of rhetorical points. Comparison between oratory, old and new. *In Verrem* contrasted with Burke's *Impeachment of Warren Hastings* and other modern speeches delivered on similar occasions.

Tuesday, 4-6, W. 783. CYRIL B. EGAN, B.A.
Second Semester.

LATIN 117.—Cicero—De Natura Deorum. (2 points.)

CYRIL B. EGAN, B.A.

Not given in 1929-1930.

LATIN 120.—Epistolary Latin. (2 points.)

The more interesting and illustrious letters will be selected from the correspondence of Cicero, Pliny, and Seneca with a view to a comparative study of their style, times and personalities.

Thursday, 4-6, W. CYRIL B. EGAN, B.A.
Second Semester.

LATIN 121 - 122.—Plautus and Terentius. (4 points.)

FRANCIS PRISTERA, Ph.D., Litt.D.

Not given in 1929-30.

LATIN 131 - 132.—Selections from the Latin Fathers. (4 points.)

This course will be based upon passages taken from the writings of Tertullian, Minucius, Felix, St. Cyprian, Lactantius, St. Ambrose, St. Jerome, St. Leo the Great, St. Bernard and St. Augustine, and will consist in translation and comparative discussion of their latinity. For students who desire to acquire a general working knowledge of the Patristic writers. It should appeal, in particular, to those majoring in philosophy.

Not given in 1929-1930. KATHLEEN E. MURPHY, Ph.D.

LATIN 133 - 134.—Selected Letters of St. Jerome. (4 points.)

This course is intended to supplement the selections from the Latin Fathers, but may be taken separately. It will be based on translation of the Letters, together wtih a study of the doctrine of St. Jerome as set forth in his correspondence. The course is for students desiring a more detailed knowledge of Patristic Latin, and should appeal especially to those majoring in philosophy.

Friday, 4-6, W. 768. KATHLEEN E. MURPHY, Ph.D.
Both Semesters.

LATIN 141 - 142.—Mediæval Latin. (4 points.)

This course will be based upon selections from mediæval authors representing the various departments of literature, such as history, anecdote, argument, epistle, drama, dialogue and poetry. The course is given for the benefit of advanced students of modern languages and history who desire to get acquainted with Latin texts, historical sources, thought and classical culture of the Middle Ages.

Monday, 4-6, W. KATHLEEN E. MURPHY, Ph.D.
Both Semesters.

LATIN 147 - 148.—St. Thomas. (4 points.)

This course is intended to supplement the St. Thomas course given in 1928-1929, but may be taken separately. It will include translation of selected articles from the *Summa Theologica,* Part I, and will be supplemented by the reading of passages from the *Summa Contra Gentiles.*

Thursday, 4-6, W. 768. KATHLEEN E. MURPHY, Ph.D.
Both Semesters.

GRADUATE

LATIN 205 - 206.—Lucretius: De Rerum Natura. (4 points.)

Thursday, 4-6, W. 2862. FRANCIS PRISTERA, Ph.D., Litt.D.
Both Semesters.

LATIN 210.—Quintilian.—De Institutione Oratoria. (2 points.)

FRANCIS PRISTERA, Ph.D., Litt.D.

Not given in 1929-1930.

SEMINAR

LATIN 305 - 306.—Roman Satire. (4 points.)

Minute study of Roman Satirists. Interpretation and text-criticism. Research work and papers on special topics.

FRANCIS PRISTERA, Ph.D., Litt.D.

Not given in 1929-1930.

LATIN 301 - 302.—Seminar in Latin. (4 points.)

Saturday, 9-10.40, W. 768. FRANCIS PRISTERA, Ph.D., Litt.D.
Both Semesters.

Allied Courses

HIST. 116.—Roman Antiquity.

HIST. 193, 194.—The Roman Empire in the East.

LIBRARY SCIENCE

EDUC. 157 V - 158 V.—Library Science. (8 points.)

This course is planned to meet the requirements of the New York State Education Department for certification of school librarians. The first part of the course, outlined below, is accepted for the Regents one-year certificate. During the 1930 summer session, an advanced course will be given, which, with the elementary course given in the winter session, is accepted for the Regents three-year certificate. The following is the outline of the elementary course:

(A) Cataloging, including classification and subject headings.
Saturday, 9-11. (3 points).

(B) Reference books for the school library and administration of the school library. This course will include a study of the minimum essentials in reference books for junior and senior high school, minimum essentials in instruction of pupils in the use of books, and simple technique of library administration. In the advanced course, all the subject-matter of this course will be elaborated.

Saturday, 1-3. (3 points).

(C) Book selection for the junior and senior high school.

Saturday, 11-12. (2 points).

All assigned work for courses A and B will be done as laboratory work.

Saturday, 9-2.30, Cathedral School — MARY McDONNELL, B.A. AND ASSISTANTS.
Both Semesters.

MATHEMATICS

Head of Department: JOHN J. O'CONNOR, M.A.

REQUIREMENTS

Students are required to complete successfully all undergraduate courses before they can be admitted to any course marked 100 or over.

UNDERGRADUATE

MATH. 11.—Junior High School Mathematics. (2 points.)

This course is a review course and is intended mainly for those who are preparing to take examinations to teach mathematics in Junior High Schools. Problem work will feature the course throughout.

Saturday, 1-2.40, W. 775. — JOHN J. O'CONNOR, M.A.
First Semester.

MATH. 13.—Solid Geometry. (2 points.)

Simple models constructed and studied. Theorems and problems, with practical applications.

Saturday, 9-10.40, W. 783. — ADOLPHUS A. LIPPE, M.A.
First Semester.

MATH. 15.—Plane Tigonometry. (2 points.)

Trigonometric functions. Formulæ. Solution of the plane triangle. Trigonometric equations and identities. Problems.

Saturday, 9-10.40, W. 816. — WILLIAM SHIELDS, B.S.
First Semester.

MATH. 21.—College Algebra. (2 points.)

Theory of equations. Cardan's solutions. The biquadratic. Horner's method. Series. Partial fractions. Complex numbers. De Moivre's theorem. Permutations and combinations. Determinants. Binomial theorem.

Saturday, 1-2.40, W.L. 6. — WILLIAM SHIELDS, B.S.
First Semester.

MATH. 32.—Analytic Geometry. (2 points.)

Systems of co-ordinates. Loci and equations. The conic sections. The general quadratic and loci.

Saturday, 9-10.40, W. 816. WILLIAM SHIELDS, B.S.
Second Semester.

MATH. 42.—Spherical Trigonometry and Co-ordinate Geometry of Three Dimensions. (2 points.)

Solution of the spherical triangle. Problems. Surfaces, volumes and their equations.

Saturday, 1-2.40, W.L. 7. WILLIAM SHIELDS, B.S.
Second Semester.

MATH. 61.—Differential Calculus. (2 points.)

Differentiation of algebraic and transcendental functions. Problems of rates, maxima and minima, curvature, etc. Geometrical and physical applications of derivatives and differentials.

Saturday, 9-10.40, W. 783. WILLIAM SCHWARZ, Ph.D.
First Semester.

MATH. 62.—Integral Calculus. (2 points.)

Fundamental methods of integration and reduction of expressions to standard integrable forms. Indefinite and definite integrals. Problems of areas, volumes, length of curves, mean values, motion, etc.

Saturday, 9-10.40, W. 783. WILLIAM SCHWARZ, Ph.D.
Second Semester.

UNDERGRADUATE AND GRADUATE

MATH. 101.—Mathematics: a Review Course. (2 points.)

This course is an intensive review of the subjects of Algebra, Geometry, both plane and solid, Trigonometry, both plane and spherical; it is intended primarily for students who, having completed courses 11 to 62, inclusive, are planning to take up the teaching of mathematics in secondary schools. Students who are preparing to take examinations in these courses will find Course 101-102 helpful. Methods of presenting the various subjects will be considered, also methods of attacking and solving problems. Problem work will feature the course throughout.

Thursday, 4-6, W. 779. JOHN J. O'CONNOR, M.A.
First Semester.

MATH. 102.—Mathematics: a Review Course. (2 points.)

A continuation of MATH. 101.

Thursday, 4-6, W. 779. JOHN J. O'CONNOR, M.A.
Second Semester.

MATH. 151.—Advanced Calculus. (2 points.)

Continuation of Courses 61 and 62. Taylor's series. Curve tracing. Complex variable. Double and triple integration.

Friday, 4-6, W. 748. GEORGE M. HAYES, M.A.
First Semester.

MATH. 153 - 154.—Projective Geometry. (2 points.)

The course is introductory to modern geometry and deals with the projective properties of fundamental forms of the first and second orders. The treatment of topics is chiefly synthetic.

Monday, 4-6, W. 746. WILLIAM SCHWARZ, Ph.D.
First Semester.

MATH. 161 - 162.—Differential Equations. (2 points.)

(Prerequisite: Differential and Integral Calculus.)
This course is an introduction to the more elementary portions of the theory of ordinary differential equations of the first and second orders with applications to problems in geometry, mechanics, physics and chemistry.

Wednesday, 4-6, W. 2862. WILLIAM SCHWARZ, Ph.D.
First Semester.

MATH. 163.—Theory of a Complex Variable. (2 points.)

Monday, 4-6, W. 746. GEORGE M. HAYES, Ph.D.
First Semester.

MATH. 164.—Analytical Mechanics with Elementary Introduction to Vector Analysis. (2 points.)

(Prerequisite: MATH. 61 - 62.)
Vector addition and multiplication. Differentiation. Different kinds of motion. Equations of the more common forms of motion. Force. Central forces. Theory of moments. Moment of inertia. Problems.

Monday, 4-6, W. 746. GEORGE M. HAYES, Ph.D.
Second Semester.

MATH. 165 - 166.—Theory of Probability. (4 points).

Study and analysis of the fundamental laws and principles of the several types of probability. Problems of frequency-distribution, averages, errors, combination of observations, life insurance, statistics, etc.

Saturday, 1-2.40, W.L. 4. WILLIAM SCHWARZ, Ph.D.
Both Semesters.

MATH. 171 - 172.—Theory of Limits and Infinite Series. (4 points.)

The study of infinite aggregates and sequences. Definitions and fundamental properties of various types of limits. Existence theorems. General properties of infinite series. Various types of series. Tests of convergence.

Saturday, 2.50-4.30, W. 744. WILLIAM SCHWARZ, Ph.D.
Both Semesters.

MATH. 175.—Theory of Statistics. (2 points.)

An introductory course in statistical methods. Lectures with supplementary reading on the leading mathematical principles and methods of statistics. Problem work and practice in collecting and arranging statistical material.

Friday, 4-6, W. 746. WILLIAM SCHWARZ, Ph.D.
First Semester.

Allied Courses

EDUC. 177 KF, 178 KF.—Teaching of Arithmetic.

EDUC. 179 K, 179 KF.—Teaching of Algebra.

EDUC. 180 K, 180 KF.—Teaching of Geometry.

EDUC. 183 KF, 184 KF.—Teaching of Junior High School Mathematics.

EDUC. 127 VT.—Teaching of Vocational Mathematics.

PHILOSOPHY

FACULTY COMMITTEE

Dr. Downing, Conference Hour: Friday, 4-6.
Fr. Mahony, Conference Hour by appointment.
Fr. Murphy, Conference Hour by appointment.
Fr. Lambe, Conference Hour by appointment.

Candidates for the undergraduate degrees of A.B. or B.S. must take all courses marked Credit A. Courses marked Credit B are required for the degree of B.S. in Education.

Graduate students may take, towards their minor, courses marked Credit C, provided these courses have not already been taken towards their undergraduate degree. Graduate students should choose their Major, with the advice of their Major professor, from among the courses marked Credit D.

UNDERGRADUATE

PHIL. 11.—Dialectics or Formal Logic. (2 points.) Credit A-B.

Philosophy: definition, division. Minor logic, dialectics. Three operations of the mind.

Idea. Division of ideas. Transcendental and non-transcendental universals. The heads of predicables. The porphyrian tree. Division of terms. Analogy. Supposition of terms. *Judgment. Reasoning* and argumentation. The syllogism: figures, modes, kinds, laws. Fallacies. (Sciences, their division and subordination.)

Tuesday, 4-6, W. 762. Rev. Peter J. Lambe, Ph.D.
First Semester.

Saturday, 10.40-12.30, W. 758. Rev. Michael J. Mahony, S.J.
First Semester.

PHIL. 12.—Dialectics or Formal Logic. (2 points.) Credit A-B.

A repetition of PHIL. 11.

Tuesday, 4-6, W. 762. Rev. Peter J. Lambe, Ph.D.
Second Semester.

PHIL. 13 - 14.—Logic. (2 points.) Credit A-B.

(For students in Teachers' College.)

Fundamental rules for correct thinking. Nature, sources and criteria of truth and certitude.

Wednesday, 4-6, W. 769. REV. GREGORY FEIGE, Ph.D.
Either Semester.

PHIL. 15.—Logic and Epistemology. (2 points.) Credit A-B.

Logic. Simple apprehension, ideas, classes of ideas, the signs of ideas; division and definition. The judgment and the proposition: the classes of propositions, the properties of propositions: opposition, equipollence, conversion. Reasoning: the nature of the syllogism and its laws, the different species of syllogism. Method.

Epistemology. The nature of certitude: truth and falsity, states of the mind with regard to truth, elements that make up certitude. The existence of certitude: refutation of scepticism, universal and partial. The means of attaining certitude: a sketch of the cognitive powers; the intellect in particular: consciousness, primary ideas, immediate analytical judgments, memory, reasoning. Sensation: the inner sense, the outer senses. Authority, common sense. The ultimate criterion of certitude.

Three hours a week for the first semester, morning or evening session, St. John's College, Manhattan Division.

PATRICK J. DOWNING, Ph.D.

PHIL. 16.—Philosophy I. (3 points.) Credit A-B.

Ontology. The nature of being: actual and possible being; essence and existence of beings, the first principles derived from being. The transcendental attributes of being. The categories: substance, intrinsic accidents, extrinsic accidents. Cause and effect. The chief perfections of being.

Cosmology. The origin of the world. Purpose and perfection of the world. The laws that govern the world. The constituent elements of matter. The general properties of bodies.

Natural Theology. The existence of God. The essence of God: physical and metaphysical essence of God, the perfect simplicity of God. The quiescent attributes of God. The operative attributes of God: the knowledge of God, the will of God, the power of God.

Three hours a week for the second semester, morning or evening session, St. John's College, Manhattan Division.

PATRICK J. DOWNING, Ph.D.

PHIL. 17.—Logic and Epistemology. (3 points.) Credit A-B.

A repetition of PHIL. 15.

Three hours a week for the first semester, afternoon session (Feb.-June, 1930), St. John's College, Manhattan Division.

PATRICK J. DOWNING, Ph.D.

PHIL. 18.—Philosophy I. (3 points.) Credit A-B.

A repetition of PHIL. 16.

Three hours a week for the second semester, afternoon session (Feb.-June, 1930), St. John's College, Manhattan Division.

PATRICK J. DOWNING, Ph.D.

PHIL. 20.—Philosophy II. (3 points.) Credit A-B.

Ethics and its object. The ultimate, intrinsic end of man. The Supreme Good. The human act: morality; law—eternal, natural positive. Obligation. Conscience. Character.

Duties to God; internal and external worship, rationalism, indifferentism. Suicide, killing, lying. Right of ownership; socialism. Contracts: Rights of disposing of property by will. Trade Unions. Strikes. Man a social being, morality of society; Conjugal society, the marriage contract, divorce; Parental Society; Industrial Society, private ownership, socialism, wages, the living, minimum wage, strikes, boycotts, unions; Civil Society, origin, authority; the State, not an end in itself; its primary and secondary purposes; Church and State.

Three hours a week, through second semester, morning or evening session, St. John's College, Manhattan Division.

CYRIL GODDARD, Ph.D.
REV. DANIEL J. HALLORAN, B.A.

PHIL. 21.—Epistemology: Part I. (2 points.) Credit A-B-C.

(Prerequisite: PHIL. 11.)

Truth: Ontological, logical and moral. Falsity. Logical truth and falsity completely found in the judgment only. General and partial causes of error. States of the mind in relation to truth. Ignorance. Doubt. Suspicion. Opinion. Certitude. Metaphysical, physical and moral certitude. Natural and philosophical certitude. Universal and partial scepticism. Descartes' Methodic Doubt.

Thursday, 4-6, W. 744. *First Semester.* — REV. MICHAEL J. MAHONY, S.J.

Saturday, 9-10.40, W. 776. *First Semester.* — PATRICK J. DOWNING, Ph.D.

PHIL. 22.—Epistemology: Part I. (2 points.) Credit A-B-C.

A repetition of PHIL. 21.

Saturday, 10.40-12.30, W. 758. *Second Semester.* — REV. MICHAEL J. MAHONY, S.J.

Saturday, 9-10.40, W. 776. *Second Semester.* — PATRICK J. DOWNING, Ph.D.

PHIL. 24.—Epistemology: Part II. (2 points.) Credit A-B-C.

(Prerequisite: Epistemology. Part I.)

The means of acquiring truth and certitude: the external and internal senses; their validity; exposition and criticism of the different theories of sense perception; phenomenal idealism; physical realism; representative and presentative realism; Kantianism; intellect and its different functions; reasoning, intel-

lectual memory and consciousness; conscience. Belief in divine testimony, in human testimony, regarding present and past events. Oral tradition; monuments; history; doctrinal testimony.

Universal ideas; nominalism; exaggerated realism; modern realism. The ultimate and universal criterion of truth and certainty; traditionalism; subjective criteria; objective evidence.

Thursday, 4-6, W. 744. Rev. Michael J. Mahony, S.J.
Second Semester.

PHIL. 31.—Elements of Ontology and Cosmology. (2 points.) Credit A-B.

(Prerequisite: Epistemology, Parts I and II.)

The notion of being. The Categories. Value of the notion of substance of efficient cause. Potency and act. Principles of being. Preliminary notions, discussion of materialism, pantheism, idealism, pragmatism. Creation. Hylomorphism, and opposing theories. Properties of bodies. Laws of nature.

Monday, 4-6, W. 776. Rev. Peter J. Lambe, Ph.D.
First Semester.

Saturday, 1-2.40, W. 812.
First Semester.

PHIL. 41.—Fundamental Psychology (Life in General). (2 points.) Credit A-B-C.

(Prerequisite: PHIL. 31.)

Life; defined, its grades, origin. The principle of life in the plant and the brute animal. Sensation. The external and internal senses. The sensitive appetite. The passions.

Wednesday, 4-6, W. 779. Rev. Joseph A. Murphy, S.J.
First Semester.

PHIL. 42.—Rational Psychology. (2 points.) Credit A-B-C.

(Prerequisite: PHIL. 41.)

The human soul; one, abiding, substantial principle of life in man. Its simplicity, spirituality and immortality. Intellectual life. Rational appetency.

Wednesday, 4-6, W. 779. Rev. Joseph A. Murphy, S.J.
Second Semester.

PHIL. 45.—Psychology. (3 points.) Credit A-B-C.

After a discussion of the meaning of psychology, verbal and real, the student will be introduced to a discussion of the various theories concerning the nature of mind, its origin and destiny. Having decided what the mind is, he will next consider its works, the production of sensations, their co-ordination, memory, imagination, sensuous appetite, instincts; intellectual apprehensions, judgments, inferences, reasoning, apperception, choice. Simplicity, spirituality, origin and destiny of the human soul.

Three hours a week for the first semester, morning or evening session, St. John's College, Manhattan Division.

Cyril Goddard, Ph.D.
Rev. Daniel J. Halloran, B.A.

PHIL. 51.—Ethical Principles. (2 points.) Credit A-B-C.

Ethics; its nature, object, necessity. Beatitude. Morality of volitional acts. The determinants of morality. The eternal law. The natural law.

Tuesday, 4-6, W. 2858. REV. JOSEPH A. CAHILL, B.A.
First Semester.

Saturday, 1-2.40, W.L. 1.
First Semester.

PHIL. 54.—Problems in Individual and Social Ethics. (2 points.) Credit A-B-C.

(Prerequisite: PHIL. 51.)

Rights and duties. Duties to God; internal and external worship, rationalism, indifferentism. Suicide, killing, lying. Right of ownership; socialism. Contracts: Rights of disposing of property by will. Trade Unions. Strikes.

Tuesday, 4-6, W. 2858. REV. JOSEPH A. CAHILL, B.A.
Second Semester.

Saturday, 1-2.40, W.L. 1.
Second Semester.

PHIL. 61.—Natural Theology I. (2 points.) Credit A-B.

The Existence of God. Cognoscibility, ontologism, traditionalism. Metaphysical proof. Argument from design. Moral proof.

Saturday, 10.40-12.30, W. 779. REV. JOSEPH A. MURPHY, S.J.
First Semester.

UNDERGRADUATE AND GRADUATE

PHIL. 101 - 102.—Ancient Philosophy. (4 points.) Credit D.

The thoughts of the ancients weighed in the balance of the Twentieth Century: the Milesians, the Eleatics, the Pythagoreans, Heraclitus, Democritus, Socrates, Plato, Aristotle, the Epicureans, the Stoics, the Sceptics.

Monday, 4-6, W. 2862. REV. EDWARD J. WATERSON, D.D.
Both Semesters.

PHIL. 105.—St. Augustine as the Link Between Greek Philosophy and St. Thomas. (2 points.) Credit D.

It will be shown how St. Augustine fused together the best elements in Greek Philosophy in order to serve the ends of Christianity; that he was Platonist and Aristotelian according to the purpose in view. How St. Thomas supplemented Augustine out of Aristotle and Aristotle out of Augustine. This course implies a review of the greater part of the history of philosophy.

Saturday, 9-10.40, W.L. 4. REV. PATRICK O'LEARY, Ph.D.
First Semester.

PHIL. 107.—History of Scholasticism. (2 points.) Credit D.

Scholasticism: ancient foreshadowing of history and scholasticism clearly defined, Arabian and Hebraic influences, relation to Aristotelianism, peak reached in Thomas of Aquin, method overthrown by Bacon, scholasticism at present time, its earliest opposition in Italy, modern Italian scholasticism.

No text required.

Given in Summer, 1930. REV. JOSEPH E. GRADY, Ph.D.

PHIL. 108.—Æsthetic Values and Scholastic Philosophy.
(2 points.)

The Schoolmen and the theory of Art. The speculative order and the practical order. Making and doing. Art an intellectual virtue. Art and Beauty. The rules of Art. The purity of Art. Christian Art. Art and morals. Perception of the Beautiful and Kant's Æsthetic. Mediæval architecture and the primacy of the mind. The clumsiness of the primitive. Nature versus the imagination. Symbolism and the aim of Art. Christian Art and the gifts of the Christian soul. Contemporary philosophy of æstheticism.

All topics are treated philosophically and not historically nor technically. The course demands a prerequisite: logic, ontology, criteriology and ethics.

REV. JOSEPH E. GRADY, PH.D.

Given in Summer, 1930.

PHIL. 109 - 110.—History of Mediæval Philosophy.
(4 points.) Credit D.

The process whereby St. Augustine assimilated the contribution of the ancients will be studied, and the originality and significance of his own ideas emphasized. Scotus Erigena and St. Anselm, the controversy over the universals, the influence of the mystical schools and the inroads of Arabian and Jewish philosophies will be treated in such a way as to bring out the magnitude of the Thomistic synthesis. The reasons why St. Thomas differed from St. Augustine will be explained and an account given of the St. Thomas system as a whole. St. Bonaventure, Bacon, Duns Scotus, Occam and the latter Augustinian school will be taken up and an inquiry made into the reasons for the decline of Scholasticism during the fourteenth century.

This will be followed by a study of the philosophical trends during the Renaissance and an account of the revival of Scholasticism in the sixteenth and seventeenth centuries. The significance of this last will be shown and the reasons given for its gradual eclipses by the general confusion of thought that characterizes the later period.

Wednesday, 4-6, W. 762. REV. M. I. X. MILLAR, S.J.
Both Semesters.

PHIL. 113 - 114.—History of Modern Philosophy.
(4 points.) Credit D.

Exposition, appreciation and criticism of Descartes' system and its development; occasionalism, ontologism; pre-established harmony; pantheism.

Exposition, appreciation and criticism of Locke, Berkeley and Hume; developments of English philosophy; empiricism; positivism; rationalism; ontological agnosticism; empirico-intellectualism.

Kant: The development of his philosophy; Fichte, Schilling, Hegel, Schopenhauer, Nietzsche, Evolution.

Tuesday, 4-6, W. 744. REV. MICHAEL J. MAHONY, S.J.
Both Semesters.

PHIL. 121 - 122.—Advanced Logic. (4 points.) Credit D.

Advanced study of conception, judgment, inference; method, science certitude.

Saturday, 1-2.40, W. 768. PATRICK J. DOWNING, Ph.D.
Both Semesters.

PHIL. 125 - 126.—Theories of Knowledge. (4 points.) Credit D.

A brief exposition and criticism of some of the principal theories of knowledge from the time of the ancient Greeks to our own day.

Wednesday, 4-6, W. 758. PATRICK J. DOWNING, Ph.D.
Both Semesters.

PHIL. 132.—General Ontology. (2 points.) Credit D.

The categories of Aristotle as divisions of being. Substance and defence of its objectivity against Positivism. Nature and Personality. Accidents in general. Quantity, Quality and Relation. The causes of being. Definition of cause and defense of its objectivity.

Monday, 4-6, W. 776. REV. PETER LAMBE, Ph.D.
First Semester.

Saturday, 1-2.30, W. 812.
Second Semester.

PHIL. 135.—Advanced Cosmology. (2 points.) Credit D.

The philosophy of the inorganic world; the origin and formation of the material universe; discussion and criticism of ancient and modern theories concerning the origin and formation of the world. Creation. The constitution of matter. Discussion and criticism of ancient and modern theories concerning the constitution of matter. The Scholastic theory.

Thursday, 4-6, W. 816. PATRICK J. DOWNING, Ph.D.
First Semester.

PHIL. 136.—Advanced Cosmology. (2 points.) Credit D.

Quantity and extension; discussion and criticism of ancient and modern theories concerning quantity and extension; the nature and effects of quantity as explained by the leading scholastic authors. Place and space in non-scholastic philosophies. Ubiety of corporeal and spiritual substances; multilocation, compenetration. Time and motion in non-scholastic philosophies; time and motion in scholastic philosophy. The laws of nature; discussion and criticism of non-scholastic theories. The scholastic doctrine. Miracles; their possibility and cognoscibility.

Thursday, 4-6, W. 816. PATRICK J. DOWNING, Ph.D.
Second Semester.

PHIL. 141.—The Psychology of Habit and Character. (2 points.)

(a) Physiological aspect of habit.
(b) Psychological aspect.
(c) Classification.
(d) Habit formation.
(e) Place of will formation—Rules.

Psychosis—Psychotherapy and its psychic basis. Some destructive theories—Dangerous tendencies.

Character—Definition established. Character formation—Motivation and purposive action.

(a) Heredity (1) Organism.
(2) Spiritual characteristics.

(b) Environmental influences.

Personality—In the light of the above.

Not given in 1929-1930. REV. JOSEPH A. MURPHY, S.J.

PHIL. 143.—Functional Psychology. (2 points.)

Extrinsic dependence of intellect on sense—Telepathy Reading: Motivation of will-hypnotism, will dominance: rare phenomena—sleep, dreams, spiritism: faculty psychology—cognitive and appetitive-sense and intellect: æsthetics—beauty and truth and the canons of art, in relation to faculty psychology.

Not given in 1929-30. REV. JOSEPH A. MURPHY, S.J.

PHIL. 147.—Philosophy of Evolution. (2 points.) Credit D.

(Prerequisite: PHIL. 3.)
Meaning of species, stock, variety. Biological species. The variability of organisms. The essential differences. Fact and evidence. Origin of multiplicity of species.

Tuesday, 4-6, W. 779. REV. JOSEPH A. MURPHY, S.J.
First Semester.

PHIL. 151.—Social Ethics. (2 points.) Credit D.

Man a social being, morality of society; conjugal society, the marriage contract, divorce; parental society; industrial society, private ownership, socialism, wages, the living, minimum wage, strikes, boycotts, unions, civil society, origin, authority; the State not an end in itself; its primary and secondary purposes; the Church and State; their respective spheres, their relations; nations and the moral law, international law.

Tuesday, 4-6, W. 775. PATRICK J. DOWNING, Ph.D.
First Semester.

PHIL. 152.—Applied Ethics. (2 points.) Credit D.

Case system applied to the principles of general and special ethics in the solution of practical problems arising under these principles.

Tuesday, 4-6, W. 775. PATRICK J. DOWNING, Ph.D.
Second Semester.

PHIL. 161.—Natural Theology II. (The Essence of God.) (2 points.) Credit D.

Attributes; unicity, simplicity, infinity, divine, cognition; objects. Possibles. Futuribles. Divine Will; objects, necessary, free. Preservation. Concurrence; scholastic dispute. Providence. The problem of evil.

Tuesday, 4-6, W. 779. REV. JOSEPH A. MURPHY, S.J.
Second Semester.

PHIL. 171.—A Philosophy of Life. (2 points.) Credit D.

(Prerequisite: All undergraduate philosophy.)

The aim of this course is to establish the necessity and possibility of a definite philosophy of life which can assure sound progress in human activity, individual and collective. It embraces:

I. The Necessity established (a) from psychological study of volitional activity; (b) from present reconstruction in philosophy, economic, political, legal, social. The present contrast state of those sciences and the paganism of Seneca. The historical genesis of those reconstructions.

II. The Possibility of a sound program. The philosophy of the Schoolmen formulates it. The factors, (a) Epistemological: a certain program; (b) Ontological: the principle of causality; (c) Cosmological; (d) Some instruments and the goal of progress; (e) Psychological: other instruments and the measure of all progress towards the goal by individual and group activity.

III. The Actuality. Universal Basic Principles necessary to the individual and to the social sciences for sound progress are rationally demonstrable.

Saturday, 10.40-12.30, W. 779. REV. JOSEPH A. MURPHY, S.J.
Second Semester.

PHIL. 175.—The Philosophy of Religion. (2 points.) Credit D.

This course proposes to show the uses of reason and love in religion. Contemporary philosophy and psychology have excluded the concepts of a Personal God and freedom, thereby developing a groundless religion and an unhinged morality.

The course will be treated in two parts:

Part I. Reason in Religion. An analysis of the rational basis of the religious relationship. How far can pure intelligence and reason go in the establishment of objective religion and objective morality? Starting with these metaphysical notions, an examination of the fundamental means of religious union, viz.: prayer. The philosophy and psychology of mortification. Testimonies of Catholic and non-Catholic thinkers.

Tuesday, 4-6, W. 2862. REV. JOHN S. MIDDLETON, Ph.D.
First Semester.

PHIL. 176.—The Philosophy of Religion. (2 points.) Credit D.

Part II. Love in Religion. What is true mysticism? Various theories. How is true mysticism distinguished from false mysticism? Is there a mysticism philosophically and psychologically sound? Mystical phenomena. Mysticism and Freudianism. Mysticism and Catholicism. Real mystics, the most practical men and women.

Tuesday, 4-6, W. 2862. REV. JOHN S. MIDDLETON, Ph.D.
Second Semester.

PHIL. 181 - 182.—Contemporary Philosophy and the Mind-Body Problem. (4 points.) Credit D.

The trend of contemporary philosophy upon the problem of the relationship of mind and body. A special examination of Hans Driesch's contribution to the mind-body problem shall be made in

the light of Bergson, Russell, Whitehead, Dewey and Pratt. It will be shown how far this trend has been foreshadowed by Descartes, Locke and Kant. The evidence of contemporary philosophy will be weighed in the balance with St. Thomas Aquinas and the new Scholasticism.

Tuesday, 4-6, W. 764. Rev. Edward J. Tobin, Ph.D.
Both Semesters.

PHIL. 185.—The New Scholasticism as a World-View. (2 points.)

Comparison with old scholasticism—Development since the Encyclical of Pope Leo XIII, *"Aeterni Patris,"* in 1879—The content, aim and methods of the new scholasticism—Its objectivity and unity, a guarantee that in principle, at least, it is the *"philosophia perennis"*—Emphasis on the relations of the new scholasticism to modern science and Catholicism—Criticism of Catholic isolation. A plea for co-operation with non-Catholic thinkers in America.

Rev. John S. Middleton, Ph.D.

Not given in 1929-1930.

PHIL. 187.—Recent Realism in American Philosophy. (2 points.)

1. Historical survey of the antecedents of new realism and critical realism in America—a general review of the literature of the subject.
2. The psychological and epistemological tenets of new realism and critical realism.
3. A critical estimate of recent realism in American philosophy.
4. Recent realism compared with the realism of the new scholastic such as Rousellot, Maritain, etc.

Rev. John S. Middleton, Ph.D.

Not given in 1929-1930.

SEMINARS

PHIL. 301 - 302.—Seminar in Scholastic Philosophy. (4 points.)

Oral discussion; principal theses of scholastic philosophy critically examined; basic notions of every thesis analyzed; students required to subject all proofs to searching logical test; arguments of adversaries weighed; views of opposing philosophies compared with scholastic theories as solutions of philosophic problems. This course will be especially useful for students preparing for oral examinations in philosophy.

Saturday, 10.40-12.30, W. 748. Patrick J. Downing, Ph.D.
Both Semesters.

PHIL. 381 - 382.—Seminar in New Scholasticism. (4 points.)

The historical and philosophical importance of this revival to show that truth, while old, is ever new and full of vitality. The place of the New Scholasticism in current philosophical thought. The writings of contemporary Neo-scholastics. Periodical literature.

Tuesday, 4-6, W. 2858. Rev. John S. Middleton, Ph.D.
Both Semesters.

Allied Courses

EDUC. 101 B, 102 B, 104 B.—Philosophy of Education.

EDUC. 101 C, 101 CF.—Educational Psychology.

ENG. 101 A, 102 A.—Philosophy of Literature.

HIST. 301, 302.—Philosophy of History.

Confer also courses given by Department of Political Philosophy.

PHYSICS

Head of Department: Rev. John J. Lynch, S.J.

Assistants: William P. Hurley, B.Sc.
William T. McNiff, M.A.

N.B.: All courses in Physics are given in the Science Building, Bronx division.

UNDERGRADUATE

PHYS. 1.—Mechanics and Heat. (4 points.)

A general college course of three lecture and one laboratory period a week for fifteen weeks. Text, Weld and Palmer: *Modern Physics,* Chapters 1-17 inc., Fordham University *Laboratory Manual, Volume 1.*

Lectures: Friday, 4-6, and Saturday, 9-10.
Laboratory: Saturday, 10-12.
First Semester.
Fee, $50.00.

PHYS. 2.—Electricity, Sound and Light. (4 points.)

A general college course of three lecture and one laboratory period a week for fifteen weeks. Text, Weld and Palmer: *Modern Physics,* Chapters 18-32 inc., Fordham University *Laboratory Manual, Volume 2.*

Lectures: Friday 4-6, and Saturday, 9-10.
Laboratory: Saturday, 10-12.
Second Semester.
Fee, $50.00.

UNDERGRADUATE AND GRADUATE

PHYS. 103.—Laboratory Course in Statics, Kinematics and Dynamics. (2 points.)

This course consists of two laboratory periods a week for fifteen weeks. It consists of quantitative experiments with reports and graphs and precision measurements. Text: Fordham University *Laboratory Manual, Volume 3.*

Friday, 4-6, and Saturday, 10-12.
First Semester.

Fee, $25.00.

PHYS. 104.—Magnetism, Electricity and Light. (2 points.)

A lecture course of two lectures a week for fifteen weeks. The topics treated will be photometry, spectroscopy, diffraction, magnetic effects, high frequency, X-ray analysis, electro magnetic theories, etc.

Saturday, 9-11.
Second Semester.

Fee, $25.00.

PHYS. 106.—Laboratory Course in Electricity and Light. (2 points.)

A laboratory course of two periods a week for fifteen weeks, including a quantitative study of hysteresis, calibration of voltmeters and ammeters by potentiometers, conductivity experiments, spectrum analysis, polarization and photometry. Text: Fordham University *Laboratory Manual, Volume 4.*

Wednesday, 4-6, and Saturday, 10-12.
Second Semester.

Fee, $25.00.

PHYS. 107.—Heat. (2 points.)

A lecture course of two lectures a week for fifteen weeks.

Monday, 4-6.
First Semester.

Fee, $25.00.

PHYS. 109.—Laboratory Course in Heat. (2 points.)

A laboratory course of two periods a week for fifteen weeks.

Thursday, 4-6, and Saturday, 10-12.
First Semester.

Fee, $25.00.

PHYS. 110.—Sound. (2 points.)

A lecture course of two hours a week for fifteen weeks.

Tuesday, 4-6.
Second Semester.

Fee, $25.00.

PHYS. 112.—Laboratory Course in Sound. (2 points.)

A laboratory course of two periods a week for fifteen weeks.
Wednesday, 4-6, and Saturday, 10-12.
Second Semester.
Fee, $25.00.

GRADUATE

PHYS. 201-202.—Special Work and Research.

For information, consult the Head of the Department.

GEO-PHYSICS

PHYS. 205.—Seismology. (2 points.)

A general course in the Physics of Seismology. Equation of motion of a seismograph in the form of a horizontal pendulum. Methods of obtaining constants of seismographs. Interpretation of seismographs. Determination of time of shock and position of Epicenter from observation of P. and S.

Hours to be arranged.

POLITICAL PHILOSOPHY

Head of Department: Rev. Moorhouse I. X. Millar, S.J.

It will be noted that this Department includes subjects usually listed under the Social and Political Sciences, as well as courses in Political Philosophy proper. The reason for the subordination, unusual in these days, of the scientific to the philosophical is twofold; first, because scientific method alone has proved itself inadequate to discover and maintain the fundamental principles underlying social and political problems; second, because history shows that philosophy has had very much more to do with social and political development than has been allowed for by the recent methods of approach based, as most of them are, upon a naturalistic theory of evolution.

The aim of the Department, therefore, is, primarily, to ascertain the soundness of the "Philosophia perennis" in its relation to historical experience and to bring it into line with present actualities in the established order insofar as these may be allowed to be "de jure"; secondly, to take into consideration the legitimate findings of the social and political sciences duly restricted to their own proper field of investigation, and, thirdly, to show the bearing of both philosophy and science on the present-day problems in respect to the Church, the State, international relations, etc.

UNDERGRADUATE

POL. 11.—Elementary Economics. (2 points.)

Its relation to ethics and political science. Method employed by the science. Schools: Liberal, Socialist, Catholic, Historical. Wealth, value, price. Production. Factors of production: Nature, labor, capital. Exchange. Money. Money and prices. Inflation and contraction. Depreciation. Credit. Consumption of wealth. Rent. Interest, profits, wages.

Tuesday, 4-6, W. 816. — Rev. Edmund J. Burke, S.J.
First Semester.

Wednesday, 4-6, W. 764. — Morris C. Deshel, M.A., J.S.D.
or
Saturday, 9-10.40, W. L. 7.
First Semester.

POL. 11 F.—Elementary Economics. (2 points.)

Same as POL. 11.

Monday, 4-6, F. 15. — Morris C. Deshel, M.A., J.S.D
First Semester.

POL. 12.—Elementary Economics. (2 points.)

A repetition of POL. 11.

Saturday, 9-10.40, W. L. 7. MORRIS C. DESHEL, M.A., J.S.D.
Second Semester.

POL. 14.—Advanced Economics. (2 points.)

This course embraces a series of lectures on the following subjects:

1. *Banking.*—History. Kinds of banks in the United States. Their nature and functions.

2. *Commerce.*—Domestic and foreign trade. Causes and advantages of exchange. Mechanisms of exchange. Tariffs. Protection and free trade.

3. *Transportation.*—Railroads: Growth; groups; charges; alleged evils. Interstate Commerce Commission. Government regulation. Government ownership.

4. *Corporations.*—Trusts. Advantages and disadvantages of larger corporations. The trust problem.

5. *Government Revenue.*—Sources. Taxation: Kinds; incidence and shifting of taxes, principles of taxation. Public debt.

6. *Insurance.*—History. Nature and advantages. Theory. Kinds of insurance. Industrial insurance. Compensation laws.

Tuesday, 4-6, W. 816. REV. EDMUND J. BURKE, S.J.
Second Semester.

Wednesday, 4-6, W. 764. MORRIS C. DESHEL, M.A., J.S.D.
Second Semester.

POL. 14 F.—Advanced Economics. (2 points.)

Same as POL. 14.

Monday, 4-6. F. 15. MORRIS C. DESHEL, M.A., J.S.D.
Second Semester.

POL. 16.—Economic History of the United States. (2 points.)

The division of the subject is as follows: Early settlements in the new world. Physical geography. Colonial times. The colonial policy of England. The Revolution and its economic causes. Financing of the Revolutionary War. Banking in the United States. The Westward movement—its causes and effects. Commerce. Industries. Labor.

Monday, 4-6, W. 779. REV. EDMUND J. BURKE, S.J.
Second Semester.

POL. 21 - 22.—Political Economy. (6 points.)

The fundamental principles of political economy; the instruments of exchange; the position and nature of credit; transportation; taxation; forms of corporate enterprise; the question of distribution. Detailed treatment is given to the nature and function of banks, and to the government regulation of railroads in the United States.

Three times a week through both semesters, morning or evening session, St. John's College, Manhattan Division.

LOUIS J. POTTS, Ph.D., LL.M.
ELLA T. RALSTON, M.A., LL.B.
JOSEPH F. SEXTON, M.A., LL.B.

POL. 23 - 24.—Political Economy. (6 points.)

A repetition of POL. 21 - 22, given in the afternoon session (Feb.-Sept., 1930), St. John's College, Manhattan Division.

PAUL COLLINS, M.A., LL.B.

POL. 31.—Political Science. (3 points.)

The nature and forms of government. A study of the workings of the various institutions of the American Federal Government. The powers and position of the President, Congress, and the Supreme Court. The division of sovereignty. Rights and privileges of citizens. Political parties and elections.

Three periods a week, first semester, morning or evening session, St. John's College, Manhattan Division.

PAUL COLLINS, M.A., LL.B.
MORRIS C. DESHEL, M.A., J.S.D.

POL. 32.—Political Science. (3 points.)

The relations of the States to the federal system of government. The development of State constitutions. The State legislature, executive, judiciary. Problems of city government. Outside readings and reports will be required.

Three periods a week, second semester, morning or evening session, St. John's College, Manhattan Division.

PAUL COLLINS, M.A., LL.B.
MORRIS C. DESHEL, M.A., J.S.D.

UNDERGRADUATE AND GRADUATE

POL. 101.—History of Political Philosophy. (2 points.)

In this course a general survey will be made of the salient teaching of the various schools of political theory, beginning with the Greek philosophers and ending with the Utilitarians of the Nineteenth Century. The aim will be to classify the systems in relation to each other rather than to evaluate them critically. The course presupposes General and Social Ethics.

Monday, 4-6, W. 816. REV. M. I. X. MILLAR, S.J.
First Semester.
Tuesday, 7-9, W. 2862.
First Semester.

POL. 105.—Scholastic Philosophy of Government. (2 points.)

This course will be based on the texts themselves of the great treatises of (1) St. Thomas' *De Legibus* and his *De Regimine Principum,* (2) Bellarmine's *De Laicis,* (3) Suarez' *De Legibus.* An analysis will be made of each supplemented by an historical background. Particular care will be taken to point out what the actual influence of various documents has been on subsequent events and the evidence in proof of such influence will be given and weighed. The bearing of scholastic principles on present problems will be also emphasized.

Saturday, 10.40-12.30, W.L. 2. REV. M. I. X. MILLAR, S.J.
First Semester.
Thursday, 7-9, W. 2862.
First Semester.

POL. 108.—Political Philosophy of Burke. (2 points.)

(Prerequisite: POL. 105.)

The course will be based on the writings and speeches of Burke with a view to determining what his political philosophy was, both in his general principles and in his application of these to the social, political and constitutional problems of his day. It will be shown how the first were taken over by him from the great Scholastics, St. Thomas, Bellarmine and Suarez, and also that in his application of them he but stated the Whig philosophy, which was that of the framers and earlier interpreters of our Constitution.

Saturday, 10.40-12.30, W.L. 3. REV. M. I. X. MILLAR, S.J.
Second Semester.

Thursday, 7-9, W. 783.
First Semester.

POL. 109.—History of the Origin of Modern Liberty and Its Corruption. (2 points.)

By "modern liberty" is meant that liberty which it was intended the Federal Constitution should guarantee. Beginning with a study of Greek and Roman political ideas and institutions, the fact is established that the ancients failed to recognize certain elements essential to any true concept of liberty. Proper recognition of these is shown to have resulted from Christian revelation. An analysis is made of the teaching of the Fathers and the many modern misconceptions of their true meaning are pointed out and duly corrected. The bearing of this teaching on the late Roman and early barbarian institutions is ascertained in the light of historical evidence. The gradual development of the principles of liberty and the progress to which they gave rise is traced on down to the end of the Thirteenth Century, when they begin to be eclipsed on the European continent by a revival of the pagan principles of Rome.

Not given in 1929-30. REV. M. I. X. MILLAR, S.J.

POL. 111.—Fundamental American Philosophy of Government. (2 points.)

This purports to be a digest of the Federalist in so far as it is the most important source of our American philosophy of government. Special stress will be given to the similarity of the ideas set forth by Hamilton and Madison with those of Burke and the Scholastics.

Thursday, 4-6, W. 740. PAUL COLLINS, M.A., LL.B.
First Semester.

POL. 111 F.—Fundamental American Philosophy of Government. (2 points.)

A repetition of POL. 111.

Wednesday, 7.20-9; F. 10. PAUL COLLINS, M.A., LL.B.
First Semester.

POL. 113 - 114.—History and Philosophy of the American Constitution. (4 points.)

This course covers: (a) A careful study of the nature and content of the U. S. Constitution itself; (b) its historical background, *i.e.,* the mediæval political ideals and institutions in which it is rooted, and their later development in England and the Colonies, the proximate history of the Constitution as seen in the deliberations of the Constitutional Convention of 1787, its divergencies and compromises; (c) the later growth of the Constitution, *i.e.,* the men and the controversies that have most conduced to its interpretation, expansion or modification down to the present day.

Friday, 4-6, W. 758. REV. M. I. X. MILLAR, S.J.
Both Semesters.

POL. 114.—History and Philosophy of the American Constitution. (4 points.)

The course outlined in POL. 113 - 114 will be begun. As much progress will be made with the material outlined there as time allows.

Tuesday, 7-9, W. 2862. REV. M. I. X. MILLAR, S.J.
Second Semester.

POL. 115 - 116.—English Democratic Ideas in the Seventeenth Century. (4 points.) Credit D.

Theories of popular rights. Two uses of the term democratic. Mere anti-despotism. Individualism. The influence of Grotius; of Puffendorf; of the Schoolmen. Filmer and the cry of the Divine Right of Kings. Algernon Sidney; John Locke and the attack on Sovereignty. The Levelers and Individualism.

Thursday, 4-6, W. 808. REV. GEORGE BULL, S.J.
Both Semesters.

POL. 117.—Spanish Political Theory and Law. (2 points.)

The Augustinian theory and its development in the mediæval government, fueros and institutions; influence of the Justinian law and the Stoic philosophy; influence of the French Eighteenth Century political writers and the parliamentary theory as worked out in the Constitution of 1812.

Thursday, 4-6, W. 740. MARIE R. MADDEN, Ph.D.
First Semester.

POL. 120.—Constitutional Theory in Spanish America. (2 points.)

Tradition; influence of the Eighteenth Century philosophies; specific development in each republic.

Thursday, 4-6, W. 740. MARIE R. MADDEN, Ph.D.
Second Semester.

POL. 121 - 122.—Cultural Heritage of South America. (4 points.)

The cultural heritage of Spain and Portugal in South America. Social, political and economic system in colonial times. Racial components, religion, education, commerce, etc. Attempts at destruction of Spanish and Portuguese systems by England. Changes brought about by independence. Republics *vs.* vice-royalties. Ini-

tial efforts towards self-government. Difficulties encountered in all fields of administrative endeavor. Political sub-divisions of former colonies. Differences in racial components. Arrival of new elements. The weakening of the power of the Church. Retrogression in the fields of education and sanitation. Initial financial blunders. The economic awakening of the new nations. The importance of the Panama Canal. Cultural and political relations with other nations. Effects of the war upon the cultural, political and economic fibre of South America. Present status. Tendencies.

Thursday, 4-6, W. 746. G. BUTLER SHERWELL.
or 7-9, W. 740.
Both Semesters.

POL. 124.—Representative Government. (2 points.)

This course will be based on the theory of Burke and J. S. Mill, and will consist in a critical appraisal of the data supplied by Bryce Marriott and others on the subject of the more recent phenomena in the field of institutional changes in representative government.

Thursday, 4-6, W. 740. PAUL COLLINS, M.A., LL.B.
Second Semester.

POL. 124 F.—Representative Government. (2 points.)

A repetition of POL. 124.

Wednesday, 7.20-9, F. 10. PAUL COLLINS, M.A., LL.B.
Second Semester.

POL. 125.—History of Economic Institutions. (2 points.)

The aim of the course is to give a view of the whole field of economic activity and to show how the present complex industrial order developed. Among the topics to be considered will be the following:
The stages in economic evolution—primitive, pastoral, agricultural, handicraft, industrial. The economic theories of Plato and Aristotle. The economic institutions of the Romans. The feudal manor as an economic unit. The economic theories of the schoolmen and theologians of the Middle Ages, with emphasis on the teachings of Thomas Aquinas. The Guild System in the Fourteenth and Fifteenth Centuries. Mercantilism—Colbert—Serra—Mun. The physiocratic school—Quesnay—Turgot. Adam Smith's "Inquiry into the Nature and Causes of the Wealth of Nations."

Tuesday, 4-6, W. 776. MORRIS C. DESHEL, M.A., J.S.D.
First Semester.

POL. 126.—History of Economic Institutions. (2 points.)

The effect of the industrial revolution on the philosophy of individualism. The classical school—Laissez-faire. Bentham, Malthus, Ricardo, Mill. Marxian economic theories. The historical school. Contributions of the American economists, Hamilton, Carey, Raymond. The characteristics of the present industrial order. Specialization. Co-operation. Machine production. The relation of the State to industry. Neo-mercantilism. The recent trend of economic thought. The theories of value, the marginal productivity theory, the use of statistical data.

Tuesday, 4-6, W. 776. MORRIS C. DESHEL, M.A., J.S.D.
Second Semester.

POL. 127.—The State in the Economic Life. (2 points.)

A. *Capital and labor problems:* The true relations between capital and labor. Causes of friction between capital and labor. Wages—Theory of the fair wages. The market and the law in the establishing of wages. The laborer's share in the earnings. Legal or private stipulations? Influence of the rise of wages in the cost of living. Conflicts between capital and labor. Strikes and lockouts. Rôle of the State in the labor conflicts. Arbitration.

B. *Legal protection to labor:* General health conditions in the factories and shops. Women in the factories and shops. Work during the motherhood period. Women's children care. The mixed sexes actual perils. Laboring children. Restriction of jobs, or banishing from shops? Laboring children education. Limit of work hours. Insurances and pensions. Laborers' age limit. The State as industrial boss.

C. *The State Budget and the taxes:* The necessary conditions of a sound budget. Different forms of taxation. The income tax. The tariff and its periodical revision. Advantages and dangers of protectionism. Losses for the State by smuggling. The actual cost of living in the United States. Influence of the tariff in the agricultural life.

Wednesday, 4-6, W. 746. ALBERTO MARIA CARREÑO, LL.D.
First Semester.

POL. 128 - 129.—General Sociology. (4 points.)

The physical, spiritual, mental and moral factors in society are explained according to Scholastic philosophy as contrasted to views based on Positivism. Nature of society; the natural law. The historical, philosophical and practical treatment of family, State and Church. Group activity: social institutions and forces; the social mind. Population; immigration, Americanization. Heredity and environment. Eugenics, euthenics, social pathology. Psychiatry. Revolutionary schemes of betterment. Definition of progress and civilization.

Wednesday, 4-6, W. 770. REV. JOHN B. HALPIN, Ph.D.
Both Semesters.

POL. 131 - 132.—International Relations. (4 points.)

The purpose of this course is to present a comprehensive sociologico-historical study of the nature and scope of the relations between nations, and of the gradual growth, development and expansion of the present internationally recognized system which has been universally adopted by civilized nations for the orderly handling of these relations.

The proposed method of treatment will progressively develop:

A. The nature, extent, variety, complexity, and far-reaching importance of these relations between nations, as well as the essential and necessary interdependence of the several units going to make up the family of nations.

B. The origins, and the gradual development of the present system of international relations, through ancient, mediæval, and modern times, stressing both the direct and the indirect contributions of these civilizations to the system.

C. A critical evaluation of the present system from a two-fold viewpoint. (1) The soundness of the principles underlying the present system and its methods, and the sufficiency of its sanctions from an ethical point of view. (2) Its adequacy as now organized, in the light of both past experience and present post-war international problems to cope successfully with present actual needs and future probable demands.

The lectures will be supplemented by historical atlas studies, suggested and required readings, quizzes, and by the assignment of topics of special significance for round table discussion and for original study and research.

Monday, 4-6, W. 748. LOUIS J. POTTS, Ph.D., LL.M.
Both Semesters.
or
Monday, 7-9, W. 2858.
Both Semesters.

POL. 133 - 134.—Scholastic International Ethics. (4 points.)

This course will treat the morality of war in the light of scholastic teaching. Treatment: Philosophical-ethical considerations: Can war be permitted to Christians? Legitimacy of war of defense. Definition of a just war. Consequences and corollaries. Scholastic teaching on war. Old Testament wars; early Christianity; from St. Augustine to St. Thomas; from the Eleventh to the Sixteenth Century; the last three centuries. *Decretum Gratiani;* St. Thomas: *de bello;* Victoria: *de jure belli;* Suarez: *de bello;* Victoria: *de Indis.* Victoria and Suarez as founders of International Law. The Post-Grotians. Practical conclusions. Outlook. This course pre-supposes General and Social Ethics, and Scholastic Philosophy of Government.

Tuesday, 4-6, W. 740. REV. GREGORY FEIGE, Ph.D.
Both Semesters.

POL. 136.—The Church and the State. (2 points.)

Actual Concordats. The Holy See and the non-Catholic European countries. The non-Catholic Oriental governments. The Church and the American nation. Relations of the Holy See and the Latin American countries. The Church and the agreement with the Italian government.

Wednesday, 4-6, W. 746. ALBERTO MARIA CARREÑO, LL.D.
Second Semester.

POL. 137.—Papal Pronouncements and Opinion on State, Sovereignty and Peace. (2 points.)

1. Scholastic Conceptions: St. Thomas on Nature and Origin of the State. The repository of authority according to: St. Thomas, Cajetan, Victoria, Suarez, Soto and others.

2. The Syllabus of Pius IX.

3. Leo XIII: On the State; on the sovereign people; on questions of tyranny; on questions of revolt and its possible justification.

4. Peace, arbitration and international law according to Leo XIII, Benedict XV and Pius XI.

5. American angles on the above from the viewpoint of its constitutional history and conceptions.

Friday, 4-6, W. 812. REV. GREGORY FEIGE, Ph.D.
First Semester.

POL. 141 - 142.—Practical Politics in Modern Government. (4 points.)

A study of the State in recent political theory, democracy and aristocracy. Proletarian political theory: collectivism, individualism, socialism, bolshevism, syndicalism. The attack on State sovereignty. The pluralistic State. Political parties and party problems. Party machinery studied critically in the light of ethical norms.

Friday, 4-6, W. 783. MORRIS C. DESHEL, M.A., J.S.D.
Both Semesters.

POL. 144.—Foreign Policy of the United States. (2 points.)

Relations with England. Relations with the major Continental Powers. Relations with minor Continental Powers. The Russian Soviet. Relations with Oriental Powers. Relations with Mexico; Central America; South America.

Tuesday, 4-6, W. 768. ALBERTO MARIA CARREÑO, LL.D.
First Semester.

POL. 145 - 146.—History and Development of Diplomatic Practice. (4 points.)

A course designed to relate the changes in diplomatic practice to those found in the state systems of government, whether monarchical, or when under judicial direction, or when influenced by the concert of powers.

Friday, 7-9, W. 2862. DR. BOYD CARPENTER.
Both Semesters.

POL. 147 - 148.—Origins and Growth of the International Relations of Asia and the Western Powers. (4 points.)

A course giving concisely in historical outline the approach and penetration, by land and by sea, of Russia, France, England, Holland, Spain, Portugal, Germany and U. S. of America, with some account of the political problems arising therefrom.

Saturday, 10.40-12.30, W. 808. DR. BOYD CARPENTER.
Both Semesters.

POL. 149 - 150.—Contemporary Politics in the Pacific. (4 points.)

This course will give to the student some insight of the inner workings of international diplomacy and intrigue. Transcripts of official copies of treaties, notes and secret agreements are studied to see if "economic security and the national defence" demanded their signing. The United States and the "Vested Interests." The Washington Conference and the Balance of

Power. Foreign policies of America, Japan, Britain and Russia. Interlocking and conflicting policies. An Oriental interpretation of the Far Eastern problem from a Chinese and Japanese viewpoint.

Wednesday, 4-6, W. 746. WILLIAM P. FINLEY, Ph.D.
Both Semesters.
or
Wednesday, 7-9, W. 770.
Both Semesters.

POL. 161 - 162.—History and Philosophy of the Natural Law. (4 points.)

This course will bring out the different ways in which natural law was conceived of in the past. The reasons for such differences will be treated philosophically. New light will be brought to bear on the Augustinian and Thomistic concept. The theoretic soundness of this latter will be shown, and its practical value established. Account will be given of the manner in which the very idea of natural law has been grossly confused for the modern mind, to the great detriment of philosophy and the whole of modern social, political, and international relations as reflected in the inadequacy of present-day theories of the State and of law.

Thursday, 4-6, 770. REV. M. I. X. MILLAR, S.J.
Both Semesters.

PHIL. 163.—The Political and Social Developments of the Roman Law. (2 points.)

From the Institutes of Justinian, A.D. 533, to the Code Napoleon and the nineteenth century. Its later influence upon North, Central and South America and Europe.

LEWIS C. CASSIDY, Ph.D., LL.M.

Given in Summer, 1930.

POL. 165 - 166.—Canon Law. (4 points.)

A discussion of selected canons of the New Code of the Sacraments and the Penal Legislation of the Church, with a brief introduction to the laws of interpretation.

REV. FRANCIS MCQUADE, S.J.

Not given in 1929-1930.

POL. 170.—History of the Common Law. (4 points.)

This course will be based in the main on Holdsworth, with special emphasis on important influences that were brought to bear on the development of the common law, influences which English and American lawyers have either misrepresented or wholly overlooked.

Monday, 4-6, W. 816. REV. M. I. X. MILLAR, S.J.
Second Semester.

POL. 171 - 172.—Historical Backgrounds of American Law. (4 points.)

This course comprehends a thorough critical and historical study and exposition of the gradual growth, development and expansion of our American law and its parent system from their earliest

beginnings to our own day, and of the underlying causes and influences which have helped or hindered its progress.

The proposed treatment of the subject-matter will consider in turn:

A. The origins of our parent law on the continent of Europe, its formative period there, and how it came to England. Its consolidation and subsequent development in England, and the influences which moulded it.

B. The birth of our Equity Jurisprudence. The causes which gave it birth. The influences which shaped its earlier and later development.

C. The English Common Law and Equity in both the earlier and later colonial eras. The forces at work.

D. The origins of our distinctive Constitutional Law. The influences actuating its earlier and later growth.

E. The present trends of our law. The various motivating causes. Finally, throughout the course, certain broad basic questions and relations of jurisprudence in so far at least as they are historically important or enlightening will be discussed.

The lectures will be supplemented by suggested and required readings, quizzes, and by the assignment of special topics for round table discussion and for original study and research.

Friday, 4-6, W. 769. Louis J. Potts, Ph.D., LL.M.
Both Semesters.

POL. 171 F - 172 F.—Historical Backgrounds of American Law. (4 points.)

A repetition of POL. 171 - 172.

Tuesday, 7.20-9, F. 10. Louis J. Potts, Ph.D., LL.M.
Both Semesters.

POL. 175 - 176.—Selected Fundamental Studies in and Problems of the Law. (4 points.)

This course contemplates an intensive preliminary study of certain basic and far-reaching topics and problems of the law which are of primary importance at this time. Some of these questions have been suggested by the studies and researches of juridical writers and students of legal reform. Others of them have arisen from the attempted application and adaptation of recognized principles and institutions of the law to some of the more complex exigencies and demands of our contemporary civilization.

The content of the course has been planned with the two-fold purpose of affording to the prospective practitioner a larger and more understanding grasp of important underlying principles of his profession, and to the research student a substantial groundwork for further specialized study.

As more particularly indicative of the character of the proposed work, the following topics, among others, will be analytically and critically studied and discussed: Modern juristic concepts of law; modern juristic concepts of the State and its functions and powers; the bases of legal sanctions; the foundations of property rights; the bases of contractual and of tortious liability; modern theories of judicial decision and the application of the law; due process of law; the place and function of the jury in our legal

system; the proper scope and limitations of the police power; the proper scope and limitations of injunctive relief; the problem of corporate combination, etc.

The lectures will be supplemented by suggested and required readings, quizzes, and by the assignment of important phases of the subject-matter for round table discussion and for original study and research.

Wednesday, 7-9, W. 2858. LOUIS J. POTTS, Ph.D., LL.M.
Both Semesters.

GRADUATE

POL. 201 - 202.—Historical Research. (4 points.)

The purpose of this course is to conduct original research work along lines that will enable the student to ascertain definitely, and on a basis of facts, the correct interpretation of ideas, institutions and events in the past, touching such phases, especially, of secular history and cultural development as still have a bearing on the present, but which Catholics have neglected because of their greater concern with the ecclesiastical position and which non-Catholics habitually misrepresent or overlook because of the lack of proper comprehension. Will be devoted to the study of social psychology as revealed in the literature of the Eighteenth Century.

Tuesday, 4-6, W. 783. REV. M. I. X. MILLAR, S.J.
Both Semesters.

SOCIOLOGY

UNDERGRADUATE

SOC. 11 - 12.—Sociology. (4 points.)

The place of Sociology in the field of Philosophy. Society: its origin and classifications. The natural societies. Domestic and civil society and problems thereunder. Population policies. Artificial birth control. Eugenics. Sterilization laws.

Two hours a week through both semesters, morning or evening session, St. John's College, Manhattan Division.

ROBERT M. HITCHCOCK, B.A., LL.B.

SOC. 13 - 14.—Sociology. (4 points.)

A repetition of SOC. 11 - 12.

Given in the afternoon session (Feb.-Sept., 1930), St. John's College, Manhattan Division.

ROBERT M. HITCHCOCK, B.A., LL.B.

UNDERGRADUATE AND GRADUATE

SOC. 101.—General Sociology. (1 point.)

The purpose of the course is to give a sound philosophy of society and to examine modern sociological thought. Reasonable principles will be established by an examination of the political and

economic teachings in the social philosophy of Leo XIII to help the student refute the errors that were started in the name of sociology by Comte and Spencer, and which have had great influence in the writings of Giddings. Ward, Small and the modern evolutionistic school of sociology.

Tuesday, 1-2, W. 808. Rev. Edward S. Pouthier, S.J.
First Semester.

SOC. 105 - 106.—Social Case Work. (4 points.)

This course deals (1) with the principles and processes of case work; (2) with the methods of investigation, diagnosis, emergent treatment and adequacy of permanent care; (3) with the various agencies for prevention and relief to which recourse may be had by the social worker; and (4) with the ethical principles guiding the social worker as to inquisitiveness, confidence, secrecy and the fact-handling of moral problems.

Monday, 10-12, W. 808. Rev. Thomas L. Brennock.
Both Semesters.

Monday, 7-9, W. 808.
Both Semesters.

SOC. 108.—Social History. (2 points.)

In this course attention will be given to the work of the Church in the making of social history. The world's debt to the Catholic Church will be shown by an intensive study of actual charitable institutions and accomplishments.

Wednesday, 1-3, W. 808. Rev. Edward S. Pouthier, S.J.
Second Semester.

SOC. 110.—The Dynamics of Social Progress. (2 points.)

In this course are studied the determinants of social progress, such as education, religion, democracy, suffrage, etc. The constructive force of a sound sociology and of rightly-functioning social service is evaluated.

Tuesday, 10-12, W. 812. Rev. Moorhouse I. X. Millar, S.J.
Second Semester.

SOC. 121.—Objectives in Child Welfare. (2 points.)

(a) *Nature and Nurture of the Child.* The influence of the family and other social groups on the development of child life, and the bearing of recreation, education and religious training are considered. In the light of these facts the history of child-caring work is reviewed.

(b) *The Child in Its Own Home.* Of recent years, many movements have been launched to safeguard and improve the home conditions, the recreation, the education, the health and the character of the underprivileged child in its own home. The trained worker must know and utilize the resources of the community in the way of day nurseries, mothers' allowances, milk stations, maternity clinics, compulsory education laws, continuation schools and vocational guidance.

Tuesday, 10-12, W. 812. Rev. Bryan J. McEntegart, M.A.
First Semester.

SOC. 122.—Foster Care of the Child. (2 points.)

(a) *The Child in Need of Foster Care.* Methods of admission and discharge used by children's institutions and agencies will be discussed. This will include the investigation of the work done by Clearing Bureaus.

(b) *The Care of Children in Institutions.* Cottage, small group and congregate plans will be studied together with problems of health care, school work and social training.

(c) *Child Placing in Families.* Selection and supervision of boarding and free homes. Policies of payment and record keeping. Regulations concerning surrenders and adoption.

Tuesday, 10-12, W. 808. REV. BRYAN J. MCENTEGART, M.A.
Second Semester.

SOC. 125.—The Delinquent Child. (2 points.)

In this course the student studies the problem and causes of Juvenile Delinquency and the methods adopted in dealing with such delinquents—the children's courts, probation, institutional care and parole. Consideration is also given to the preventive and corrective activities of the various children's societies, Big Brothers and Big Sisters, etc.

Tuesday, 2-4, W. 812. BERNARD J. FAGAN.
Thursday, 7-9, W. 812.
First Semester.

SOC. 126.—The Handicapped Child. (2 points.)

The handicapped child provides a problem in itself and as the varying forms of handicap entail different problems, individual study is made of the child that is deaf, blind, feeble-minded, tubercular, cardiac or crippled. The care and supervision of the illegitimate child and the handling of consequential social problems are studied.

Tuesday, 2-4, W. 812. BERNARD J. FAGAN.
Second Semester.

SOC. 131 - 132.—Psychiatry. (4 points.)

In former times psychiatry dealt only with the problem of the frankly insane. To-day the psychiatrist and the social worker are called upon to help solve many problems of conduct disorder, not only in adults, but in children. In these days of stress and artificial living, the incidence of maladjustments is greatly increased and many situations develop abormal reactions in apparently normal individuals. The problems of dependence are often due to psychotic, neurotic or mental defective conditions in the individuals rather than to environment *per se*. In the study of criminology, many psychiatric problems are met. Placing-out agencies now realize the necessity of psychiatric examinations of their children. This course presents the many problems met in psychiatry by a study of the individual case, by case work, con-

ferences, and by visits to Bellevue Hospital, Randall's Island and Manhattan State Hospital at Ward's Island. The neurotic, mental defective, psychotic, drug-addict and criminal types are studied.

Wednesday, 10-12. MICHAEL P. LONERGAN, M.D.
First Semester.
and
Wednesday, 1.30-3.30.
Second Semester.
or
Monday, 7-9.
Both Semesters.

SOC. 134.—Rational Psychology.

One of the most important assets for a social worker is a proper grasp of the true psychology of adjustment, that the maladjusted individual may be rehabilitated in ways that are conformable to his nature, seen in its adequate fullness. A knowledge is requisite, therefore, of the soul as the abiding principle of all the interlocking activities of man, as spiritual, even though it be the active principle of a material body, as immortal and therefore not to be adjusted in terms of merely passing values. The intellectual processes are investigated, as also the meaning and extent of the freedom of the will.

Wednesday, 3-4, W. 808. PATRICK J. DOWNING, Ph.D.
Second Semester.

SOC. 135.—Social Psychology. (2 points.)

The subject of Social Psychology is of very wide importance in social work, for it entails the study of the interactions of individuals in their various group relations. The group itself calls for analysis, both the properly constituted group and the mob. Within groups, there are contacts of harmony and conflict, and so, too, between groups. Moreover, since every group consists of leader and led, there opens the question of group leadership and group control, and the wide phenomena of imitation and suggestibility.

Wednesday, 10-12, W. 808. REV. JOHN P. MCCAFFREY.
First Semester.

SOC. 137.—Educational Psychology. (4 points.)

The course will take up the phases of modern psychology that are particularly valuable for the student of social problems. There will be a brief introduction to experimental psychology and especially its sensory data, a discussion of illusions and hallucinations as applied to social work and of instincts and emotions as stimuli of human activities.

Friday, 7-9, W. 812. JAMES J. WALSH, M.D., Ph.D., Sc.D.
Both Semesters.

SOC. 141.—Biological Groundwork of Social Service. (2 points.)

This course is primarily designed for social workers who desire to secure a working knowledge of the facts of biology and medicine involved in their work.

The principles which guide the modern physician, and public health worker in disease prevention and health conservation will be considered in comparative detail. The causative inter-relation-

ship of disease, poverty and social maladjustment is an outstanding element in this course.

Tuesday, 2-4, W. 808. IAGO GALDSTON, M.D.
First Semester.

SOC. 142.—Hygienic Groundwork of Social Service. (2 points.)

It is the aim of this course to furnish a working knowledge of the principles of disease as far as they are applicable to Social Service. Household hygiene, in so far as the use of home remedies, general care of the invalid, and what results may be expected, will be discussed. After this, the principal symptomatology of the common infectious diseases, as well as the degenerative diseases of middle and advanced age will be described. The great plagues of society, cancer, tuberculosis and venereal diseases, will be discussed from the standpoint of the social worker; the means of recognizing them and the institutions devoted to their care will be enlarged upon. Enough medical facts will be furnished so that the student may be able to visualize the effect of illness on the community.

Wednesday, 10-12, W. 812. IAGO GALDSTON, M.D.
Second Semester.

SOC. 146.—Hospital Social Service. (2 points.)

This course will prepare the student to work in conjunction with hospitals and medical institutions in the investigation of home conditions of patients and their relatives, and in the following up of cases which, though dismissed, require an amount of helpful attention. Practical case-work will be taken in specially-selected hospitals.

Monday, 10-12, W. 812. ELSA BUTLER GROVE, M.A.
Second Semester.

SOC. 152.—Crime and Punishment. (2 points.)

(a) *History and Theories.* This course concerns itself primarily with the philosophy and methods of dealing with crime and criminals in all ages. A proper evaluation of the various theories of criminality, the nature of the criminal, the aims of punishment, and the gradual transitions that have taken place in the evolution of the penal law, are developed as a result of this historical review.

(b) *Causation and Modern Methods.* A study and investigation of crime and criminals, and a survey of the causes, treatment and prevention of delinquency. Criminal responsibility and social constraint are discussed in detail and the concepts of the modern penological and reformatory programs are examined. Case studies are analyzed and discussed with the class.

Tuesday, 2-4, W. 808. EDWIN J. COOLEY.
Second Semester.

SOC. 155.—Social Treatment of Crime. (2 points.)

(a) *Descriptive Penology.* This course undertakes a critical study of penal and correctional processes, including an analysis of their social effectiveness, current tendencies and the laws governing them. The various types of penal and correctional institutions are examined in detail with particular attention to the problems

of organization and discipline, and the more recent administrative developments. Emphasis is placed upon the modern programs of prevention.

(b) *Probation and Parole.* An intensive study is made of the principles and methodology of probation and parole. This course reviews the history and development of the systems of probation and parole, methods of investigation and case treatment, standards of work and psychiatric clinics. An important part of this course is the analysis of the various types of case problems.

Wednesday, 1-3, W. 812. EDWIN J. COOLEY.
First Semester.

SOC. 157.—Social Legislation. (2 points.)

In this course, the proper sphere of State control over social activities and, as a consequence, the limitations of social legislation will be indicated. An accurate, but non-technical interpretation will be given of the problem of preparing and administering our growing mass of social legislation.

Monday, 10-12, W. 812. STEPHEN S. JACKSON, B.A., LL.B.
First Semester.

SOC. 158.—Naturalization. (1 point.)

General information; declaration of intention (first papers); petition for naturalization (second papers); barred from citizenship; special procedures; Cable Act; status of citizens; losing citizenship; procedure to regain citizenship; importance of citizenship; agencies promoting naturalization.

Monday, 1-2, W. 808. IRENE SLACHTA, Ph.D.
First Semester.

SOC. 159.—Immigration. (1 point.)

The Immigration Law of July 1, 1924; definitions of alien, non-immigrant alien, immigrant; non-immigrant aliens; non-quota immigrants; immigrants; discussion in detail of official forms; affidavits; bonds; deportation; new Immigration Law of the National Origin plan; proposed legislation.

Monday, 1-2, W. 808. IRENE SLACHTA, Ph.D.
Second Semester.

SOC. 161.—Economic Groundwork of Social Service. (1 point.)

To do intelligent work for the social welfare, it is essential to know the fundamental principles of Political Economy. Hence, the course will embrace lectures on the principal subjects that come under that science, such as: wealth, value, price, the factors of production—nature, labor, capital. Money—depreciation of money—credit; banking; trade; transportation; corporations; taxation; insurance; consumption of wealth; distribution of wealth; rent; interest or profits; wages.

The theoretical discussion of these subjects will naturally introduce the practical matters that pertain more immediately to the domain of Social Service. Hence the treatment of such topics as: the laws affecting prices; immigration; banking facilities; industrial insurance; employers' liability; workmen's compensation; poverty, its causes, its prevention and its relief; the relation between capital and labor; the effects of corporations and trusts

upon labor and the conditions of the laborers; the wage system; wages; the just wage; the minimum wage; standard of living in the United States as compared with standards of other countries; child labor; labor of women; labor unions; factory life, its conditions and its needs; pensions; solutions of present social problems as presented by Socialist, Liberal and Catholic Schools of Economics.

Wednesday, 3-4, W. 808. Rev. Edward S. Pouthier, S.J.
First Semester.

SOC. 162.—Community Problems and Organization. (2 points.)

This course deals with the various phases of community work, its development, organization and administration. Plans are studied which have already been adopted for the solution of problems that arise in unhealthy environment, such as the settlement house, recreation centers, clubs for boys and girls, etc. Further investigations are made of the manner of conducting surveys as to health and housing, and of the housing problem of unattached strangers as well as the methods used in solving them.

Monday, 2-4, W. 808. Rev. Edward R. Moore, Ph.D.
Second Semester.

SOC. 164.—Industrial History. (1 point.)

This course will deal with the history of labor and among other subjects will treat of: Evolutionary theories and historic facts. Labor among the Jews, Greeks and Romans. The mediæval guilds. Beginning of the labor problem. The factory system. Trade Unions. American social history. Co-operative systems. Trade agreements. Social work accomplished by the Church. Christian democracy.

Monday, 1-2, W. 812. Rev. Edward S. Pouthier, S.J.
Second Semester.

SOC. 165.—Public Relations. (2 points.)

This course deals with the organization of community support for Social Service. More particularly, the various methods of securing financial support will be considered, including a study of the community chest movement. Publicity methods and the mobilization of community resources will be studied both from the standpoint of intensive campaigns and "all-year-round" publicity. The co-ordination of social agencies to avoid duplication of effort will also be included.

Wednesday, 10-12, W. 812.
First Semester.

SOC. 166.—Labor Problems. (1 point.)

In this course, attention will be given to the consequences of inadequate social control over industrial organization. Such problems as the abuse of child and woman labor, seasonal employment, underpayment and dangerous working conditions will be considered, and various remedial programs under consideration will be examined.

Tuesday, 1-2, W. 812. Rev. Edward S. Pouthier, S.J.
Second Semester.

SOC. 167.—Unemployment and Vocational Guidance. (2 points.)

(a) *Adult.* Unemployment; its causes, effects and suggested remedies. History and methods of public employment bureaus in the United States, Canada and Europe. Methods of handling adult cases referred by social service agencies.

(b) *Juvenile.* Vocational Guidance and Placement. Continuation school courses. Special employment and vocational problems of dependent, delinquent, mentally and physically handicapped children. Studies of trades offering the best opportunities to children.

Wednesday, 1-3, W. 808. RICHARD A. FLINN, M.A.
First Semester.

SOC. 169.—Personnel Management and Vocational Guidance. (2 points.)

(a) *Labor Laws.* Protection of the wage earner; special laws protecting women and children in industry.

(b) *Industrial Hygiene.* Regulations and methods for safety and health of workers; visits are made both to old and to modern factories to show by contrast the value of protective measures.

(c) *Social Insurance.* Workmen's Compensation laws; benefits to injured workman and his dependents. Principal systems of old age, health and unemployment insurance. Recent development of unemployment insurance by trade organizations.

(d) *Employment and Service Department.* Selecting and training employees; job analysis; labor turn-over; industrial unrest; service and welfare work for employees.

Tuesday, 10-12, W. 812. RICHARD A. FLINN, M.A.
First Semester.

Other courses, allied to the above program, will be given during the fall and spring semesters. For information, apply to Registrar, School of Sociology and Social Service, Room 811, Woolworth Building.

NOTE: Vocational Education is one of the foundation stones of sociology and all forms of social service education. The courses offered in the new department of vocational education may appeal to students of sociology and social service, particularly the seminar (EDUC. 391 *or* EDUC. 392), *or the class in research* (EDUC. 393-394). *In these courses the students may consider and study the following social problems:*

(a) Distribution and training of human talent for industries and trades.

(b) Organization of institutional work for students so that it will be both educational and serviceable to the institution.

(c) Manual training and vocational education in institutions of charity.

(d) Study of characteristics of juveniles and their weaknesses and strength. The utilization of their power of imitation and physical strength into profitable employment.

(e) Study of industries and trades, showing vocational opportunities.

(f) All social problems, including the question of vocational training or placement work, etc.

SPANISH

Head of Department: ALFRED A. TAUSK, M.A.

Conference Hours: Saturday, 10.40-12.

UNDERGRADUATE

SPAN. A 1 - A 2.—Elementary Spanish. (No college credit.)

Intended for those who wish to begin the study of Spanish. It includes a thorough drill in pronunciation, the basic rules of grammar, easy readings and translations; beginning of work in composition and conversation.

Saturday, 9-10.40, W.L. 5. LUIS N. SHERWELL, M.A.
Both Semesters.

Monday and Wednesday, 7.30-8.20, W. 783.
Both Semesters.
CARLOS N. TODD, C.E.

SPAN. A 3.—Elementary Prose Reading.

This course is organized to meet the need for an early reading knowledge. It begins with the simplest prose and aims to develop in the student the ability to read easy Spanish.

EMILE SAMRA, L.ésL.

Given in Summer, 1930.

SPAN. A 4.—A Review Course. (No college credit.)

Review of the subjunctive mood, imperative, tense sequence, conditions, passive voice, impersonal verbs, idiomatic verbs, present participle, past participle, the infinitive, reflexive verbs, use of prepositions, commercial correspondence and idioms. Composition: Exercises based on grammar. Original letter writing.

Literature: *Gil Blas de Santillana,* by Padre Isla. (Holt.)

Wednesday, 4-6, W. 2858. BASILE G. D'OUAKIL, M.A.
Second Semester.

SPAN. 13 - 14.—College Spanish. (8 points.)
(Prerequisite: At least two years of Spanish.)

Advanced composition, with particular stress upon the standard list of one hundred and fifty idioms. Oral and aural dictation. Readings in modern prose. Reports in Spanish on literary topics. Spanish will be the language of the class-room.

Texts: Whitman and Aguilera—*A Course in Spanish Composition;* Ibáñez—*La Barraca.*

Four hours a week, through both semesters, morning or evening session, St. John's College, Manhattan Division.

THOMAS KISSANE, M.A.

SPAN. 15 - 16.—College Spanish. (8 points.)

A repetition of SPAN. 13 - 14, given in the afternoon session (Feb.-Sept., 1930), St. John's College, Manhattan Division.

JOHN M. PITTARO, M.A.

SPAN. 21 - 22.—Spanish Conversation and Composition.
(4 points.)

This course is offered to those who already have a general knowledge of the basic principles of the language. It will intensify the knowledge of the language by means of a synoptical review of grammar, supplemented by conversation, reading, translation and composition work.

Saturday, 10.40-12.30, W.L. 5. Luis N. Sherwell, M.A.
Both Semesters.

SPAN. 23 - 24.—Advanced Composition and Stylistics.
(4 points.)

An advanced course for students in oral and written composition. A study of the peculiarities of style and vocabulary will be made in selections from the principal contemporary Spanish authors. There will be translation from English into Spanish of texts of increasing difficulty, accompanied by class discussions of the students' translations. There will also be practice in original essays. Special emphasis will be given to the study of vocabulary, use of tenses and idioms.

Monday, 4-6, F. 22. John M. Pittaro, M.A.
Both Semesters.

SPAN. 31.—Business Spanish. (2 points.)

For students who already have some knowledge of Spanish. Translation and composition employing commercial terms, with special attention to letter writing.

Monday and Wednesday, 8.30-9.20, W. 783.
First Semester.

Carlos N. Todd, C.E.

SPAN. 34.—Advanced Commercial Spanish. (2 points.)

(Prerequisite: SPAN. 31, or its equivalent.)

Instruction in commercial letter writing. Translation employing commercial and technical (legal and engineering) terms.

Monday and Wednesday, 8.30-9.20, W. 783.
Second Semester.

Carlos N. Todd, C.E.

UNDERGRADUATE AND GRADUATE

SPAN. 121.—Cervantes—Don Quijote. (2 points.)

An appreciation of Spain's greatest writer and one of the world's most notable authors. His position in the field of international literature. The principle characteristics of *Don Quijote;* the historical and social background of the work. Reading and exposition of the text.

The course will be conducted in English.

Saturday, 1-2.40, W.L. 5. Basile G. D'Ouakil, M.A.
First Semester.

SPAN. 126.—Golden Age in Spanish Literature. (2 points.)

An appreciation of the language, thought and background of the prose of the Golden Age. The relative position of Lope de Vega, Ruiz de Alarcon, Calderon and Tirso de Molina will be discussed.

Saturday, 1-2.40, W.L. 5. BASILE G. D'OUAKIL, M.A.
Second Semester.

SPAN. 131.—Masterpieces of Spanish Literature. (2 points.)

Specimens of the novel, short story, essay, poetry and drama will be examined with biographical and historical background. There will be lectures on periods of literature, readings from the most important works and class discussions.

Friday, 4-6, W. 776. JOHN M. PITTARO, M.A.
First Semester.

SPAN. 136.—Modern Novelists and Dramatists. (2 points.)

The course will consist of an examination of the works of Fernán Caballero, Pedro A. de Alarcón, Juan Valera, Pereda, Pérez Galdós, Pardo Bazán, Palacio Valdés, Blasco Ibáñez, Pío Baroja, Ricardo León, Pérez de Ayala, Concha Espina, José Echegaray, Benavente, Linares, Rivas, Quintero Brothers, Martínez Sierra, Marquina. There will be readings, lectures, discussions and reports.

Friday, 4-6, W. 776. JOHN M. PITTARO, M.A.
Second Semester.

Allied Courses

HIST. 165, 166.—History of Spain.

HIST. 167, 168.—Spanish Civilization in America.

HIST. 169.—History of Mexico.

HIST. 172.—The Spanish-American Republics.

POL. 117.—Spanish Political Theory and Law.

POL. 120.—Constitutional Theory in Spanish America.

POL. 121, 122.—Cultural Heritage of South America.

EDUC. 155 K.—Teaching of Modern Language in Secondary Schools.

EDUC. 158 K.—Problems in Modern Language Teaching.

The following courses offered in St. John's College, Manhattan Division, are also open to teachers and other special students who may find these hours convenient.

Freshman classes are printed in Roman type; Sophomore classes in bold face. Write for information regarding courses offered in the upper classes.

MORNING SESSION

		Monday	Tuesday	Wednesday	Thursday	Friday
9.15—10.05	A	Language	Language	Pub. Spkg.	Language	Language
	B	Language	Language	Economics	Language	Language
	A	**English**	**English**	**History**	**Pol. Sci.**	**English**
	B	**History**	**Pol. Sci.**	**History**	**History**	**History**
10.15—11.05	A	Philosophy	English	Sociology	Economics	Economics
	B	Economics	Philosophy	Pub. Spkg.	English	Sociology
	A	**History**	**Pol. Sci.**	**History**	**Accounting**	**History**
	B	**English**	**English**	**English**	**Pol. Sci.**	**Accounting**
11.15—12.05	A	Religion*	Philosophy	Economics	English	Sociology
* to 12.30	B	Philosophy	Religion*	Sociology	Philosophy	English
	A	**Religion***	**Pub. Spkg.**	**Philosophy**	**Pol. Sci.**	**Accounting**
	B	**Pol. Sci.**	**Religion***	**Pub. Spkg.**	**Accounting**	**Philosophy**
12.10—1.00	A				Philosophy	English
	B	English		Economics		
	A		**Philosophy**			**Philosophy**
	B	**Philosophy**		Philosophy		

EVENING SESSION

		Monday	Tuesday	Wednesday	Thursday	Friday
6.00—6.50	D	Language	Philosophy	Economics	Language	Pub. Spkg.
	E	Language	Economics	English	Language	Philosophy
	D	**Pol. Sci.**	**English**	**History**	**Accounting**	**Philosophy**
	E	**Philosophy**	**Accounting**	**Pol. Sci.**	**English**	**Pol. Sci.**
6.55—7.45	D	Language	Economics	Philosophy	Language	Philosophy
	E	Language	Philosophy	Economics	Language	Pub. Spkg.
	D	**Philosophy**	**Accounting**	**Pol. Sci.**	**History**	**Pol. Sci.**
	E	**Pol. Sci.**	**English**	**Philosophy**	**Accounting**	**Philosophy**
7.50—8.40	D	Sociology	Economics	English	English	Religion*
* to 9.05	E	English	Religion*	Economics	Philosophy	Sociology
	D	**History**	**Pub. Spkg.**	**Philosophy**	**History**	**Religion***
	E	**Pub. Spkg.**	**Religion***	**History**	**English**	**History**
8.45—9.35	D	English			Sociology	
	E	Sociology			English	
	D	**English**			**English**	
	E	**History**			**History**	

GENERAL INDEX

PAGE

Accounting 45–48
Administration:
Officers of..... 5, 6
School 62
Anatomy 41, 43, 44
Anglo-Saxon 98
Apologetics 37
Art 38–41, 78–80

Bacteriology 43
Bachelor of Arts, Degree of 19, 25
Bachelor of Science, Degree of 19, 24
Bachelor of Science in Business Administration, Degree of 23, 31
Bachelor of Science in Education 23, 26
Biology 41
Bookkeeping 45
Botany 41, 44
Business Administration, School of:
Certificates 31
Degrees 30, 31
Fees 13
Registration 30
Requirements 29
Cf. Accounting
Business English 87
Business Law 48–50

Calculus 134
Calendar 2, 3
Chemistry 51–53
Comparative Literature ..97, 99

Doctor, Degree of:
Requirements 16, 17
Drama 91, 96, 97, 104–106

Economics 148–150, 153, 154

PAGE

Education:
Courses in 53–83
History of 54–57
Philosophy of 54, 57, 58
Educational Psychology 54, 58–60
Educational Research..55, 82, 83
Educational Supervision... 60
English 83–99
Examinations 3, 4

Faculty 5–11
Fees and Expenses 13
Fine Arts 107, 108
French 100–107

Gaelic 122
General Science 108, 109
German 109–112
Government (*Cf.* Political Philosophy)
Graduate School:
Admission 15
Degrees 15
Dissertations 18
Requirements for Degrees 16
Greek 112

Historical Research 159
History:
Courses in 113–122
Of the University 12

Irish:
History 118
Language 126
Literature 122–125
Music 126–127
Irish Studies, School of:
Classification of Students 33
Degrees 33
Requirements 33, 122
Italian 127, 128

PAGE

Law:
American 157
Business 48–50
Common 157
Crime 163
Natural 157
Problems in 158
Roman 157
Latin 128–132
Library Science 132

Management, School 62–83
Mathematics 133–135
Methods of Teaching ...62–83
Master, Degree of:
Requirements 16, 17
Music 107, 126

Oral English 88, 89, 91

Philosophy 136–146
Psychiatry 161
Psychology 139, 162
Physics 146–148
Political Philosophy ...148–149
Professional Option 24
(*Cf.* St. John's College)

Registration:
General 13, 36
Cf. also various Schools
Religion (*Cf.* Apologetics)
Research:
Educational 55
Historical 159

St. John's College:
Admission 20
Admission to Advanced Standing 21

PAGE

Admission with Advanced Credit 21
Admission with Conditions 21
Classification of Students 21
Degrees 23
Fees 22
Hours of Sessions 22
Matriculation 19
Professional Option 24
Registration 20
Requirements 19
Schedule of Courses 170
Withdrawal 23
Science (*Cf.* Biology, Chemistry, General Science, Physics)
Seismology 148
Shorthand 75–77
Social Service, School of:
Curriculum 28
Degrees 27
Diplomas 27
Field Work 28
Hours 27
Institutes 28
Registration 27
Sociology 154, 159–166
Spanish 167–169
Spanish Civilization ...119, 152

Teachers' College:
Classification of Students 25
Degree of B.S. in Education 26
Entrance Requirements . 25
Theology, Natural 140, 143
Typewriting 77

Vocational Education 71–79
166

Zoology 42, 43, 44

Special Bulletins of courses offered by the following divisions of the University will be mailed on application:

ST. JOHN'S COLLEGE

COLLEGE OF PHARMACY

SCHOOL OF LAW

SCHOOL OF SOCIOLOGY AND SOCIAL SERVICE

SCHOOL OF BUSINESS ADMINISTRATION

SCHOOL OF IRISH STUDIES

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PART VI

CATALOGUE

SUMMER SESSION

FORDHAM UNIVERSITY

ANNOUNCEMENT

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St. John's College
(Manhattan Division)

Teachers' College

School of Business Administration

Catholic Summer School

SUMMER SESSION
1929

THE FORDHAM UNIVERSITY PRESS
233 BROADWAY NEW YORK, N. Y.
SUMMER 1929

TABLE OF CONTENTS

FACULTY PAGE

Officers of Administration 6
Officers of Instruction 7

SUMMER SESSION

Introduction 10
Registration 10
Fees and Expenses 10
Lunch 11
Examinations and Records 11
Religious Facilities 11
Housing Facilities 11
Special Lectures 11
Book Exhibit 11

GRADUATE SCHOOL

Purpose 12
Admission and Registration 12
Dates for Conferring Degrees 12
Requirements for Graduate Degrees 13
The Master's Degree 13
The Doctor's Degree 14
The Dissertation 15

TEACHERS' COLLEGE

General Statement 16
Entrance Requirements 16
Classification of Students 17
Advanced Standing 17
Requirements for B.S. in Education 18

SCHOOL OF SOCIOLOGY AND SOCIAL SERVICE

Requirements 19
Registration 19
Hours of Class 19
Curriculum 19

SCHOOL OF BUSINESS ADMINISTRATION

General Statement 20
Degrees and Certificates 20
Classification of Students 21
The Degree of B.S. in Business Administration 21
Certificates 22
Requirements for Admission 22

PAGE

Fees 23
Location 24
Registration 24

ST. JOHN'S COLLEGE, MANHATTAN DIVISION
Entrance Requirements 25
Advanced Standing 25
Requirements for B.A. and B.S. Degrees 25

COURSES OF INSTRUCTION
Apologetics 26
Art 26
Business and Commercial Subjects 28
Pitman Shorthand 28
Methods of Typewriting 28
Typewriting 28
Economics 28
Education 29
English 38
English Literature 38
Comparative Literature 44
English Language 46
French 47
German 49
Greek 51
History 51
Italian 56
Latin 57
Mathematics 60
Philosophy 62
Spanish 69
Science 71
Biology 71
Chemistry 72
Physics 75
General Science 76

CATHOLIC SUMMER SCHOOL OF AMERICA
Faculty 78
Registration 79
Advance Registrations 79
Residence 79
Lodging, Meals, Tuition 80
Courses 81

ACADEMIC CALENDAR

June 24.....Registration for Summer Session begins.

July 1.....Summer Session begins.

July 4.....Holiday.

July 5.....Registration ceases. Privilege of later registration, $5.00.

July 5.....Mass of Holy Ghost, 8 A. M. Address by President of University.

Aug. 1.....Last day for dissertation for October graduation.

Aug. 10.....Summer Session ends.

Sept. 18 to 25..Registration for St. John's College, Manhattan Division.

Sept. 23.....Registration for Teachers' College, Graduate School and School of Business Administration.

Sept. 24.....Class for St. John's College, Manhattan Division, begins.

Sept. 28.....Last day for Registration of Pre-Law Students.

Sept. 30.....Classes begin for Teachers' College, Graduate School and School of Business Administration.

Oct. 5.....Registration ceases for Teachers' College, Graduate School, and School of Business Administration. Late registration fee, $5.00.

OFFICERS OF ADMINISTRATION

Summer Session

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ASSISTANT DIRECTOR AND REGISTRAR

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Fordham University

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KATHLEEN E. MURPHY, Ph.D. . . . . *Latin*
WILLIAM A. MURPHY, M.A. . . . . *Education*
REV. PETER A. OATES, S.J. . . . . *Philosophy*
REV. JOHN J. O'CONNOR, S.J. . . . . *Greek*
JOHN J. O'CONNOR, M.A. . . . . *Mathematics*
JAMES M. O'GORMAN, Ph.D. . . . . *Education*
REV. PATRICK J. O'LEARY, Ph.D. . . . . *Philosophy*
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ALEXANDER J. O'NEILL, M.A. . . . . *English*
REV. LAWRENCE K. PATTERSON, S.J. . . . . *History*
LOUISE E. PATTERSON . . . . . *Art*
FRANCIS PRISTERA, Ph.D., Litt.D. . . . . *Latin*
ERNEST S. QUIMBY, M.A. . . . . *English*
AGNES CLUNE QUINLAN . . . . . *Music*
FRANCIS S. QUINLAN, Ph.D. . . . . *Science*

JOHN REBER, M.A. . . . . *English*
EUGENE B. REILLY, M.A. . . . . *Education*
JOSEPH J. REILLY, Ph.D. . . . . *English*
ARTHUR F. J. REMY, Ph.D. . . . . *English*
ALFRED REMY, M.A. . . . . *German, Spanish*
WALTER F. ROBINSON, Ph.D. . . . . *Education*
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EMILE SAMRA, B.A. . . . . *Spanish*
FRANCIS A. SCHAEFFER, M.A. . . . . *Latin*
JOHN H. SCHIESWOHL, M.A. . . . . *English*
J. SCHULER, Ph.D. . . . . *History*
JOACHIM SCOPPA, M.A. . . . . *Education*
CARL P. SHERWIN, M.D., D.Sc., Ph.D. . . . . *Science*
WILLIAM T. SHIELDS, B.S. . . . . *Mathematics*
CHRISTOPHER R. STAPLETON, Ph.D. . . . . *English*
LEONID STRAKHOVSKY, D.Hist.Sc. . . . . *History*
GEORGE SULLIVAN, Ph.D. . . . . *English*
REV. JAMES A. TAAFFE, S.J. . . . . *English*
ALFRED A. TAUSK, M.A. . . . . *German, Education*
ANNA S. TOBIN, B.S. . . . . *Education*
JAMES E. TOBIN, M.A. . . . . *English*
REV. JOHN J. TOOHEY, S.J. . . . . *Philosophy*
MARY M. WALDORF, Ph.D. . . . . *Education*
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REV. EDWARD J. WATERSON, D.D. . . . . *Philosophy*
REV. WILLIAM A. WHELAN, S.J. . . . . *Apologetics*
MAX S. WILKES, M.A. . . . . *Art*
SAMUEL WITHERS, M.A. . . . . *Education*
LEO K. YANOWSKI, M.S. . . . . *Science*
REV. DEMETRIUS B. ZEMA, S.J. . . . . *History*

Fordham University — Summer Session, 1929

INTRODUCTION:

Fordham University, conducted by the Fathers of the Society of Jesus and their associates, will open its Summer Session on Monday, July 1, and courses will be conducted for men and women in the subjects hereafter specified.

Each course will consist of thirty class hours or their equivalent of sixty hours in laboratory or field work. Written examinations will be held at the close of the session.

The courses are designed for the following classes:

1. Those desirous of completing their work for College entrance requirements.
2. Candidates for the baccalaureate degree who desire to shorten the period of residence or to make up deficiencies.
3. Teachers in elementary or secondary schools wishing courses in some special branches.
4. Candidates for higher degrees.

REGISTRATION:

All courses of the Summer School are conducted on the Campus of the University, situated at Fordham Road and Third Avenue.

Registrations for Summer Session should be completed by July 5. Positively no changes in classes will be accepted after July 5.

Students will not be admitted to classes without presenting an admission card to the Professor of each class.

Students for undergraduate degrees who wish to receive credit for work done at other colleges must present to the Registrar an official transcript of the work for which credit is asked.

N. B.—Graduate students while working *in absentia* on their Dissertations must be registered.

FEES:

1. Registration fee, payable at each registration	$ 3.00
2. Tuition fee, per point (except where special fees are noted)	7.50
3. Religious, each 30-hour course	10.00
4. Examination—for candidates for degrees:	
Master's	10.00
Doctor's	20.00
5. Diplomas:	
Bachelor's	10.00
Master's	15.00
Doctor's	25.00
6. Fee for binding two copies of the dissertation	3.00
7. Special fee for Science courses as stated in the outline under the particular department.	
8. Use of Tennis Courts	5.00

LUNCH:

Lunch will be served daily at cost price in the Main Refectory at 12.00 m. Tickets for individual meals or for series will be obtained from the Treasurer's office.

For those who desire, cafeteria luncheon will be served.

EXAMINATIONS AND RECORDS:

At the end of the session, examinations will be held in each of the courses. Records of these examinations will be sent to the students by mail. One record of work done will be sent to each student. Each duplicate of this record will cost one dollar.

Passing mark, 65%.

RELIGIOUS FACILITIES:

Each Friday afternoon there will be a conference and Benediction of the Most Blessed Sacrament in the College Church.

Mass will be said daily in the College Church at 6.30, 7 and 7.30.

HOUSING FACILITIES:

For information concerning housing facilities, address:

Catholic Room Registry
371 Lexington Avenue
New York

Miss Lucy A. Kennelly
Executive Secretary

Ladies who have arranged with Catholic Room Registry for their residence during the Summer, will, if desired, be met at the train and directed to their destination if they will notify the Registry as to the time and place of their arrival.

SPECIAL LECTURES:

Botanical Gardens.—In order to provide a method for viewing the collections under guidance, a docent will leave the front door of the Museum Building every week-day afternoon at three o'clock to escort all who may wish to accompany him.

The routes will be as follows:

Monday: Hemlock Forest and Herbaceous Garden. *Tuesday:* Pinetum. *Wednesday:* Fruitcetum and North Meadows. *Thursday:* Deciduous Arboretum, Nurseries, and Propagating Houses. *Friday:* Public Conservatories. *Saturday:* Museums.

BOOK EXHIBIT:

One of the features of the Summer Session is the annual Book Exhibit. Forty publishers display some eight thousand books, maps, charts, tests and other text matter for use in the class-room, as well as books on all topics for reference work by teachers and graduate students. No admission is charged, and representatives of the various publishers are on hand to assist students in the selection of reading material. The Book Exhibit is held in the Exhibit Hall on the first floor of Jouin Hall, each week-day except Saturday, from 8.30 a.m. to 4 p.m.

GRADUATE SCHOOL

Rev. William J. Duane, S.J., Ph.D. . . . . *President*
Rev. Miles J. O'Mailia, S.J. . . . . *Dean*
John J. O'Connor, M.A. . . . . *General Registrar*
Adrienne M. Michaud, *Secretary to the Dean for Graduate Work*

INTRODUCTION AND PURPOSE

In the Graduate School, students who have received the Bachelor's degree from any recognized college, seminary or scientific school may follow advanced courses of study leading to the Mastership in Arts or Science (M.A., M.S.) and the Doctorate in Philosophy, or Science (Ph.D. and D.Sc).

The lectures in the various branches of philosophy, history, literature and science should appeal especially to young priests, lawyers, doctors, journalists and educators who find time to pursue higher studies along the lines of their previous college work. The courses in the Department of Education are intended for those desirous of obtaining credits for licenses or promotion and also for graduates specializing in pedagogy.

ADMISSION AND REGISTRATION

Students seeking admission to the Graduate School should present from the institution at which their undergraduate work was completed a recommendation which will allow the Committee on Admissions to consider the applicant as capable of pursuing higher studies with profit to himself and with honor to the University. In lieu of this recommendation an average of 75% in all studies is a necessary requisite of admission.

Every student upon entrance into the Graduate School, and again at the beginning of each scholastic year thereafter, is required to register at the office of the Registrar.

Admission to the Graduate School does not necessarily imply candidacy for a degree, but does imply that the student possesses the ability to pursue with profit the work he undertakes.

Those who are candidates for graduate degrees should have forwarded to the Registrar from the institution at which they completed their undergraduate work, a transcript of their Bachelor's record, and, if they are candidates for the degree of Ph.D., a transcript of the work done for the M.A. (if conferred by an institution other than Fordham University). All applications for advanced credits done at other institutions must be accompanied by official transcripts of the work completed. All records and credentials become the property of the University.

DATES FOR CONFERRING DEGREES

Graduate degrees are conferred in June and in October. In June, degrees will be conferred on students who have made application for the degree not later than the preceding October, and who have completed the requirements not later than the last day of the final term

examination. In October, degrees will be conferred on students who have completed the requirements of residence and curriculum not later than the last day set for examinations during the Summer Session.

GENERAL REQUIREMENTS FOR ALL GRADUATE DEGREES

NOTE: All recommendations for the higher degrees must originate with the members of the Faculty under whose special supervision the candidate has been pursuing his work. The requirements hereinafter specified must therefore be regarded as minimum requirements only, the right remaining with the Departmental Committee and the Dean to refuse a student his final examination and his degree.

1. The applicant for any higher degrees must be a duly registered student of this University.

2. He must hold a Bachelor's degree from an approved college, seminary or scientific school.

3. All candidates are required to complete *at least one year's residence work* previous to the final examination for any degree at this University. To be regarded as in residence, a student must be in regular attendance on the exercises in some approved course of instruction.

No work *in absentia* will be accepted for any degree in the Graduate School, with the exception of work on the Dissertation for the Doctorate.

5. The curriculum of studies which a candidate offers in fulfillment of the requirements for any degree must be satisfactorily completed within a period of six years from the date when he first began the curriculum of any course of study contained therein.

6. On or before October 15, of the year in which he takes up graduate work in this University, the candidate must apply for the degree to the President of the University through the Dean of the Graduate School. If accepted, the Dean will then place him under the immediate direction of the Faculty professor in charge of the candidate's major course.

7. The field and subject matter of the candidate's major and minor courses, having been explicitly approved by the Dean, shall remain unchanged throughout the entire time spent by the candidate in fulfilling the requirements for his degree, except with written approval of the Dean.

8. Students should make certain to consult the Head of the Department of their Major within the first three weeks of the school year, at which time they should be prepared to file information regarding schools attended in the past, the title and scope of courses completed, a full record of teaching experience, etc.

THE MASTER'S DEGREE

1. After admission to candidacy for a Master's degree, the student must spend at least one year in residence at the University, pursuing the curriculum drawn up by the candidate's Major professor, and approved by the Dean at the time of the candidate's entrance.

2. Candidates for the degree of Master must from the outset give evidence, either written or oral, of their ability to read and translate literature, especially that bearing on their Major work, in French or German. Some Departments may accept a substitute.

3. Candidates are required to complete successfully at least 30 semester hours of work arranged with the advice of their Major professor. Written examinations in the different courses will be required of each candidate.

Amongst the courses offered and required, there must be at least one 30-hour seminar in the field associated with their Major work. Oral or written examinations, general and on special fields, are demanded towards the close of the year.

THE DOCTOR'S DEGREE

1. The degree of Doctor of Philosophy or Doctor of Science is conferred upon a student who successfully completes not less than three years of graduate work.

2. It is impossible to state quantitatively, in terms of points or courses, the study required for the Doctor's degree. The minimum requirement of two full years of graduate work (60 points) in various courses, may be accepted as a general rule. This does not mean, however, that a Department may not demand more than 60 points from some students, or that some Departments may not demand more than 60 points from all its students.

3. Candidates in possession of the degree of Master are expected to complete at least 30 semester hours arranged with the advice of their Major professor.

4. Candidates must from the outset give evidence, either written or oral, of their ability to read and translate literature, especially that bearing on their Major work, in both French and German.

5. After two full years of work of not less than 60 credit hours, subsequent to a Bachelor's degree, a student is required to pass preliminary examinations, written, oral, or both, on the whole field of his major and minor subjects. Preliminary examinations will be conducted so as to prove graduate ability to organize general knowledge rather than mere possession of information. Thereupon, but only with the formal recommendation of his Department Chairman, he will be accepted as a candidate for the Doctor's degree. Only after such recommendation should the student begin the actual composition of his dissertation.

6. Before April 1 of the year in which the degree is to be taken, the candidate must submit to the Dean his dissertation, approved by his Major professor and two members of the Graduate Faculty. At the same time he should submit four typewritten copies of an outline of his dissertation, at least 1,000 words in length, and containing an adequate summary of the complete work.

7. A final examination on the dissertation and the general field will be required of each candidate. This examination is oral and should not exceed two hours in length.

THE DISSERTATION

1. Dissertations for both the Master's and the Doctor's degrees must be typewritten on standard-size paper of durable quality. The uniform size of this paper is 8½ inches by 11 inches.

2. Two copies of each dissertation should be filed at the office. These copies are placed in the University library for the benefit of future students.

3. Dissertations should not be bound. A special fee is required of each student for binding in the standard book form necessary for library use.

4. The title page must bear the words: "Submitted in partial fulfillment of the requirements for the Degree of ....., in the Faculty of ....., Fordham University"; the full title of the dissertation; the year and place of the imprint and, if a reprint, title, volume and pagination of the publication from which it is being reprinted.

There shall be printed and appended to each dissertation, in the form of a *vita,* the author's name, a statement of his birthplace, of the educational institutions he has attended, a list of the degrees and honors conferred upon him, and the titles of his previous publications.

5. It is required that dissertations give evidence that the writer is capable of opening a new field of investigation or comment. Mere compilation of facts derived from recognized authorities will not suffice. The data must be applied to a definite thesis in an original manner and developed to such length as may seem proper to the major professor, for no definite quantity of work entitles any candidate to a higher degree.

TEACHERS' COLLEGE

REV. WILLIAM J. DUANE, S.J., PH.D. . . *President*
REV. MILES J. O'MAILIA, S.J. . . . . *Dean*
JOHN J. O'CONNOR, M.A. . . . . *Registrar*

Faculty Committee: DR. DOOLEY, DR. HEIN, DR. KENNEDY, DR. MARIQUE *(Chairman)*, DR. ROGALIN.

GENERAL STATEMENT

In co-operation with the other schools and departments of the University, the Teachers' College, chartered and approved by the New York State Board of Regents, offers training courses for Supervisor, Principal and Assistant-to-Principal in the city school system, and academic and professional preparation for teachers in colleges, normal schools, high schools, vocational and elementary schools, and librarians. Through the same co-operation, the School of Education also affords opportunity to follow courses leading to academic degrees and certificates. The work of the school is, for the present, distributed into five divisions, subdivided as follows into nine groups:

A—History of Education; B—Philosophy of Education; C—Educational Psychology; D—Educational Measurements; E—Supervision; G—School Administration and Management; H—Methods in Elementary Schools; K—Methods in Secondary Schools; V—Vocational Education.

GENERAL ENTRANCE REQUIREMENTS

Candidates for admission to the Freshman Class must present evidence of their graduation with diploma from a four-year high school course in a school accredited by the New York State Regents. They must also submit a detailed record of their high school work. This record must represent at least 15 units distributed over four full years, and must be accompanied by a certification by the principal that the student is qualified for higher studies. It is expected that such certification will not be given to those who have received a grade of less than 75% in their last year of high school. Students must also furnish certificates of good moral character, and of honorable withdrawal from the school they last attended.

A unit of credit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work.

The credits offered for entrance into the regular Freshman Class must include the following subjects:

FOR A.B. COURSE		FOR B.S. COURSE	
Latin	3 or 4 units	English	3 or 4 units
English	3 or 4 units	Algebra	2 or 1 unit
Algebra	2 or 1 unit	(at least through quadratics)	
(at least through quadratics)		Plane Geometry	1 unit
Plane Geometry	1 unit	Foreign Language	2 or 3 units
Foreign Language	2 or 3 units	History	1 unit
History	1 unit		

The remaining units may be made up from any standard high school subjects.

CLASSIFICATION OF STUDENTS

High school students who have successfully completed the regular requirements for college entrance may be admitted. It is not our policy, however, to admit students who are able to attend regular full-time college courses.

Those who have successfully completed a two-year curriculum in an approved normal school or college and have had teaching experience extending over a period of not less than two years, may be admitted as candidates for the degree of Bachelor of Science in any field for which the Committee on Admissions deems them qualified.

Graduate students holding a baccalaureate degree from an approved college may be admitted to Teachers' College as candidates for the Degree of Master of Arts or Master of Science, and subsequently, upon completion of the prescribed requirements, for the Degree of Doctor of Philosophy.

A limited number of persons who do not fulfill the requirements for matriculation may be admitted as special students.

Candidates for the degree of Bachelor of Science must satisfy the residence requirement of one year by the completion of thirty-two points. This requirement may be met by attendance during one academic year, or any two half-years, or by attendance upon residence courses distributed over a period of part-time study not exceeding five years.

Students, who, at the beginning of any session, are within twelve points of fulfilling the requirements for the Bachelor's degree will be permitted to pursue courses, called graduate and undergraduate, not, however, in excess of four points, with a view to offering them in partial fulfillment of the requirement for residence for a second degree; if within eight points, courses not in excess of eight points; if within four points, not in excess of twelve. Should such a student afterwards desire to matriculate for the degree of Master of Arts or Master of Science, the graduate courses previously taken by him under this provision will be accepted in partial fulfillment of the residence requirements for the Master's degree, provided the requirements for this degree are completed within a period of five years.

ADMISSION TO ADVANCED STANDING

A candidate for admission to advanced standing from other institutions of collegiate rank must present, first, a catalogue of the college from which he comes, and, second, an official certificate showing his entrance credits at that institution and his college record in each subject taken.

No one will be admitted under any circumstances to a standing higher than that represented by the completion of the junior year.

REQUIREMENTS FOR B.S. IN EDUCATION

GROUP I

	POINTS
Prescribed for all students.	
English	12
History	8
Science	6
Logic	2
General Psychology	4
Ethical Problems	4
History and Principles of Education	6
Educational Psychology	4
Foundations of Method	2
Class-room Management	2
Tests and Measurements	4
Electives	10
Total number of points	64

GROUP II

	POINTS
To include content and method subjects selected from the field of the student's major interest	32

GROUP III

To include content and method subjects selected from fields which are closely allied to Group II	32
Final total	128

Note: In the selection of courses from Group II and Group III the ratio of content to method should be at least two content subjects to one method subject.

The curriculum for the Bachelor's degree in Education must in every case be approved by the student's adviser and the Head of the Department concerned.

SCHOOL OF SOCIOLOGY AND SOCIAL SERVICE

REV. WILLIAM J. DUANE, S.J., Ph.D. . . *President*
REV. MATTHEW L. FORTIER, S.J., Ph.D. . . . *Dean*
EDWARD L. CURRAN, M.A., Ph.L. . . . *Registrar*

The School provides a practical professional training in social and civic work through intensive instruction in the fundamental principles which underlie such work as expressed in and applied to the problems and conditions of social life. With a devoted and well-trained staff, ample class-room facilities, complete reference library and widely-varied field agencies, the School is fully equipped to meet and grow with the ever-increasing needs of community life in the service of which a well-trained person may earn an adequate livelihood. Based upon the findings of correct ethics and psychology, the School possesses the incalculable advantage of Catholic faith and sound philosophy.

GENERAL INFORMATION

Entrance Requirements:

Social Service by its very nature demands a large endowment of moral character and the resources of a well-trained mind. It implies order and method, good judgment and the capacity to handle the delicate situations which necessarily arise in the abnormal conditions of social disorder.

Registration:

Students are required to register at the School office, Room 811, Woolworth Building, New York City, during the two weeks preceding the opening of the School.

Hours of Class:

Subject to change, regular classes will be held from 10 a.m. to 5 p.m. daily; Thursday and Friday will be devoted to field work. Institutes and special lectures may be conducted at hours indicated by the Dean. For daily program and circulars of information on special courses, apply to Registrar.

Curriculum:

The training in the School of Social Service occupies either two or four academic years, according to the student's qualifications, each schedule covering the full field of social work. Students who are not able to complete the course for the diploma within the prescribed period, at the discretion of the Dean, may be allowed to make other arrangements.

In all courses the "Case System" of fact and illustration will be followed.

Special students are those taking one or more courses, who are not candidates for the diploma. These students may be admitted as auditors to all first year courses. Under special conditions, they may be admitted to other courses as well.

SCHOOL OF BUSINESS ADMINISTRATION

Rev. William J. Duane, S.J., Ph.D. . . *President*
Rev. Miles J. O'Mailia, S.J. . . . . *Dean*
John J. O'Connor, M.A. . . . *General Registrar*
E. Vincent O'Brien, A.B. . . *Assistant Registrar*

The School of Business Administration of Fordham University was established to provide for the increasing number of students desiring scientific training in the field of business. The School aims to develop in the student, through a firm grasp of the fundamental principles, the ability to visualize business conditions, and to analyze and solve correctly his particular problems.

At present the School of Business Administration offers courses of study in Accounting, Business English, Business Law, and Economics, and, in conjunction with St. John's College (Manhattan Division), courses in English, History, Modern Languages, Mathematics, Philosophy, Science, and Sociology. From time to time, as required, the School will introduce additional courses in the fields of commerce, industry, and finance.

The courses offered are designed to meet the requirements of two general classes of students. The first class comprises those who wish to secure a thorough and exact knowledge of the principles and methods of business, together with the cultural subjects necessary for a broad liberal education. Upon such students, who satisfy all the requirements as hereinafter enumerated, the University will confer the degree of Bachelor of Science in Business Administration.

The second class includes those who desire to combine with the technical business courses a limited number of cultural subjects; and others, engaged in business, who desire to study special subjects in order to obtain a deeper insight into the problems of their respective vocations.

The courses in Accounting and Business Law should be of special interest to those who intend to enter the fields of public or private accounting, particularly those who plan to take the examination for the Certified Public Accountant license, or the examination for admission to the American Institute of Accountants.

DEGREE AND CERTIFICATES

The following degree and certificates are offered to students in the School of Business Administration:

DEGREE:

Bachelor of Science in Business Administration. This is a four-year day course, or a six-year evening course, in business and cultural subjects, covering a total of one hundred and twenty-eight semester hours.

CERTIFICATES:

1. *Certificate A.* A three-year day, or a four-year evening course in cultural and business subjects, totaling ninety semester hours.

2. *Certificate B.* A two-year day, or three-year evening course in business and cultural subjects, totaling sixty semester hours.

3. *Certificate C.* An evening course of three years, comprising forty-eight semester hours.

4. *Certificate D.* An evening course of three years, comprising twenty-four semester hours in Accounting and Business Law (this certificate will be granted only to those who entered prior to September, 1927).

CLASSIFICATION OF STUDENTS

Students enrolled in the School of Business Administration are classified as follows:

1. *Regular students:* Regular students are those who satisfy the scholastic admission requirements for the degree.

2. *Special students:* Special students are those who do not satisfy the scholastic admission requirements. Special students must be at least twenty-one years of age, and must have had business experience considered satisfactory by the Dean and the Faculty of the School. A limited number of students under twenty-one years of age, who cannot satisfy the scholastic requirements, will be admitted upon approval of the Faculty.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

The degree of Bachelor of Science in Business Administration is offered to students who have been properly matriculated, and who have completed the requirements of the University.

The required courses are hereinafter described. Elective courses are described in the General Catalogue.

GROUP I

English	12
Modern Language	12
Philosophy	12
History	8
Science	6
Mathematics	4
Electives	10
Total, Group I	64

GROUP II

Economics	6
Sociology	6
Business English	4
Electives*	16
Total, Group II	32

GROUP III**

Elementary Accountancy***.	2
Advanced Accountancy*** ..	4
Banking and Finance	4
Business Law	4
Electives	18
Total, Group III	32

NOTES:

* Students not specializing in accounting are required to take six semester hours in accounting.

** Subjects stated are for students specializing in accounting. Other studies would replace accounting and business law for students specializing in other fields, such as: banking and finance, advertising and selling, management, etc.

*** Semester hours stated are exclusive of bookkeeping.

ELECTIVES:

1. 10 semester hours are to be chosen from Departments in the School of Liberal Arts and Science, *e.g.,* Philosophy, History, English Language and Literature, etc.
2. 16 semester hours are to be chosen under Group II, which represents subjects considered as fundamental in all Business Education, such as: Trade Economics, Public Speaking and Argumentation, Political Science, Government and Business, Practical Economic Problems, Industrial History and Industrial and Commercial Geography, etc.
3. 18 semester hours are to be chosen from Group III, purely Business subjects, *e.g.,* Insurance, Advertising, Salesmanship, Mathematics of Accountancy, Banking and Finance, etc.

N. B.—At least 12 semester hours among the electives must be chosen from subjects ordinarily designated as cultural for the degrees of B.S. in Ed. and B.S. in Business Administration.

CERTIFICATES

The respective certificates will be granted, by the University, to students who satisfactorily complete the courses enumerated below:

CERTIFICATE A

English	8
Foreign Language	4
Philosophy	8
History	4
Mathematics	4
Economics	6
Sociology	4
Business English	4
Accounting	20
Business Law	12
Electives	16
Total Semester Hours	90

CERTIFICATE B

English	2
Philosophy	6
Economics	6
Business English	4
Accounting	20
Business Law	12
Electives	10
Total Semester Hours	60

CERTIFICATE C

English	2
Philosophy	4
Economics	4
Business English	4
Accounting	20
Business Law	12
Electives	2
Total Semester Hours	48

CERTIFICATE D

Accounting	12
Business Law	12
Total Semester Hours	24

Certificate D will be granted only to those who entered prior to September, 1927.

REQUIREMENTS FOR ADMISSION

Bachelor of Science in Business Administration: Candidates for the degree of Bachelor of Science in Business Administration must be at least sixteen years of age upon entering the Freshman year, must be of good moral character, and must present:

1. A detailed record of their high school work, together with a certificate of graduation from a four-year high school course in a school accredited by the Board of Regents of the University of the State of New York, accompanied by a certification by the principal that the student is qualified for higher studies; or

2. New York State seventy-two point C.P.A. qualifying certificate; or

3. The equivalent of 1 or 2.

Certificates: Candidates for certificates must satisfy one of the following requirements:

1. Any of the three requirements for candidates for the degree of Bachelor of Science in Business Administration; or

2. Have reached the age of twenty-one years, and have had business experience considered satisfactory by the Dean and Faculty of the School; or

3. A limited number of students, who cannot satisfy either of the preceding requirements, but who are considered by the authorities to be particularly qualified, will be admitted.

FEES

Matriculation $5.00
(Payable only on initial registration.)

University $5.00
(Payable by all students at the beginning of each academic year.)

Tuition: The charge for tuition where two subjects are taught, viz.: Accounting and Business Law, is fifty dollars ($50.00) for each semester. The tuition for students who are enrolled for two subjects, Accounting and Business Law, is payable as follows:

First Term: First half tuition ($25.00) plus University fee at registration.

Second half tuition ($25.00) on December 1, 1929.

Second Term: First half tuition ($25.00) (plus University fee for new students) at registration.

Second half tuition ($25.00) on April 1, 1930.

Candidates for degrees, and special students taking courses listed herein, other than Accounting and Business Law, will be charged at the rate of $7.50 per credit hour.

No fee paid or any portion thereof is returnable upon a student's withdrawal from the School. Where illness, physical disability or any extraordinary circumstances require a student to leave, he may file with the School a written statement of the causes of such withdrawal. Thereupon the School will take under consideration the equities of the case; but in no event will any fee paid upon initial registration be returned.

LOCATION

The School of Business Administration is located in the Woolworth Building, New York. The offices of the Dean and the Registrar are on the seventh floor. The class-rooms are on the seventh and eighth floors. The Woolworth Building is accessibly located on Broadway, between Barclay Street and Park Place. Both the B. M. T. and the I. R. T. subway systems have stations with entrances in the building, and all the elevated railways, the Hudson Tubes, and the New Jersey ferries are conveniently nearby.

The telephone number of the School is: Whitehall 4677.

REGISTRATION

Candidates for all courses herein listed must present themselves in person at the School. No application blank will be forwarded by mail.

The office of the Registrar will be open for candidates between 10 a.m. and 6 p.m. daily, except Saturday.

Registrations will not be accepted after the fifth day of October, 1929, for the Fall term, nor after the thirteenth day of February, 1930, for the Spring term.

Registration Cards must be filled out at the commencement of each term by all students. No student will be permitted to attend courses for which he has not registered.

ST. JOHN'S COLLEGE
MANHATTAN DIVISION

Rev. William J. Duane, S.J., Ph.D. . . . . *President*
Rev. Miles J. O'Mailia, S.J. . . . . *Dean*
John J. O'Connor, M.A. . *Assistant Dean and General Registrar*
Pierre Marique, Jr. . . . . *Assistant Registrar*

ENTRANCE REQUIREMENTS

The entrance requirements to courses leading to the B.A. and B.S. degrees are identical with the General Entrance Requiremnts as printed in the Teachers' College statement on page 16.

In order to receive the degree of A.B. or B.S. a student is required to complete successfully an amount of work equivalent to 130 credits. A credit represents one hour per week for one semester, except when the class period is conducted in the style of a conference or seminar, in which case fewer credits are allowed. In laboratory work two hours are estimated as the equivalent of one lecture period.

ADMISSION TO ADVANCED STANDING

A candidate for admission to advanced standing from other institutions of collegiate rank must present, first, a catalogue of the college from which he comes, and, second, an official certificate showing his entrance credits at that institution and his college record in each subject taken.

No one will be admitted under any circumstances to a standing higher than that represented by the completion of the junior year.

REQUIREMENTS FOR B.A. AND B.S. DEGREES

B.A.		B.S.	
English	12	English	12
Greek or substitute	12	History	6
History	6	Modern Language	6
Latin	16	Philosophy	32
Modern Language	6	Public Speaking	2
Philosophy	32	Elective*	72
Public Speaking	2		
Science	16	Total Semester Hours	130
Elective*	28		
Total Semester Hours	130		

* Electives are not left to the free choice of the students, but are assigned by the Dean according to the need of the students and the facilities of the school.

N.B.: All Catholic students must take eight semester hours in Principles of Religion from the elective.

COURSES OF INSTRUCTION

Fordham University reserves the right to withdraw any course if, in the discretion of the Dean, registration does not warrant its continuance.

Courses are divided as follows:

1. UNDERGRADUATE (Courses numbered from S 1 to S 99).
   These courses are, in general, elementary and may not be offered in fulfillment of the requirements for higher degrees. No candidate for a Bachelor's degree may take the subject of study in Group 2 until all required subjects in Group 1 have been satisfactorily completed.
2. UNDERGRADUATE AND GRADUATE (Courses numbered from S 100 to S 199).
   These courses are primarily intended for students who hold a first degree, but are open to undergraduates who have completed all prescribed work.
3. GRADUATE (Courses numbered from S 200 to S 299).
   These courses are restricted to such graduate students as are qualified to pursue the work to advantage.
4. SEMINARS (Courses numbered above S 300).
   These courses are open only to Graduate Students, and should be selected to meet the requirements of the student's major concentration.

APOLOGETICS

APOL. S 1.—Popular Apologetics. (2 points.)

Revelation, Natural and Supernatural. Miracles and Prophecies. The Christian Revelation. The Divinity of Christ. The Institution and End of the Church. The Constitution of the Church. St. Peter given the Primacy of Jurisdiction. The Pope, the successor of St. Peter. The Infallibility of the Pope. The Marks of the Church. Church and State.

Rev. William A. Whelan, S.J.
Collins Hall 18. 9-10.

APOL. S 2—Major Epistles of St. Paul. (2 points.)

Rev. Patrick J. O'Leary, Ph.D.

(Given Summer, 1930.)

ART

NOTE: The courses in Art as outlined below are especially intended to meet the needs of teachers and supervisors of the Fine Arts in the lower and upper grades of the Elementary Schools and in the Junior and Senior High Schools. Teachers who are preparing

for promotion through examinations to teach art in the upper grades of the Elementary Schools, in the Junior and Senior High Schools, or for the position of Special Supervisor of Art will find these courses both practical and cultural.

The courses will be conducted by MAX S. WILKES, M.A., ALICE ROSENBLATT *and* LOUISE E. PATTERSON.

A complete set of printed notes covering the entire course will be given to each student to prevent loss of time due to note-taking. The credit given will count towards undergraduate and graduate degrees.

ART S 11.—Methods of Teaching Art in the Elementary School and Junior High School. Studio Practice. (6 points.)

The course will include: (1) a general survey of the course of study in Art in the upper and lower grades of elementary schools and in the junior high schools; (2) the organization of the above into carefully graded class-room problems; (3) methods and devices used in teaching the principles of perspective involved in drawing from objects or from memory and their application to definite class-room projects; (4) how to teach the use of various media such as the pencil, charcoal, tempera, pen and ink and water-color; (5) a carefully graded course in the teaching of design with emphasis on the development of appreciation and good taste; (6) type lessons on characteristic class problems involving design with line, mass and color—such as posters, greeting cards, designs for pottery, tiles, tooled leather, cut paper, etc.; (7) simple lettering; (8) problems in working-drawing, construction and the development of patterns; (9) picture study.

9-12 a.m.—Theory and Content. 1-4 p.m.—Studio Practice and Craft Problems.

Jouin Hall 24.

ART S 12.—Methods of Teaching Art in the Senior High School. Methods for Supervisors. Studio Practice. (6 points.)

The course will include: (1) a general survey of the High School course of study in Art; (2) the organization of the above into carefully graded class-room problems; (3) methods and devices used in teaching the principles of perspective involved in drawing from objects or from memory and their application to definite class-room projects; the use of various media, such as the pencil, charcoal, tempera, pen and ink and water-color; (4) a carefully graded course in the teaching of design with emphasis on the development of appreciation and good taste; (5) type lessons on problems involving the development of the principles of design applied to pottery, posters, dress, etc.; (6) Art Appreciation and History; how to teach this difficult subject, using the historical approach. Art as a civilizing agent. What the composite civilization of to-day owes in architecture, sculpture, painting and the household arts to the contributions of Egypt, Greece, Rome, Italy, etc., with present tendencies in Art; (7) the human figure as it is used in the poster, in pictorial composition and in decorative design. How to teach the figure and drawing from cast to special pupils who elect the subject; (8) methods of teaching working-

drawing and the development of patterns; (9) styles of lettering.

9-12 a.m.—Theory and Content. 1-4 p.m.—Drawing from the Cast. The Figure and Art Anatomy.

Jouin Hall C.

Special opportunities will be afforded to do out-door sketching under criticism as well as visiting the museum.

The above courses begin on July 1 and end on July 22.

See special art circular.

BUSINESS AND COMMERCIAL SUBJECTS

PITMAN SHORTHAND. (2 points.)

(Register for Educ. S 160.)

METHODS OF TYPEWRITING.. (4 points.)

(Register for Educ. S 161 - S 162. See outline under those numbers.)

TYPEWRITING. (2 points.)

(Register for Educ. S 163.)

ECONOMICS

ECON. S 1. (2 points.)

Its relation to ethics and political science. Method employed by the science. Schools: Liberal, Socialist, Catholic, Historical. Wealth, value, price. Production. Factors of production: Nature, labor, capital. Exchange. Money. Money and prices. Inflation and contraction. Depreciation. Credit. Consumption of wealth. Distribution of wealth. Rent. Interest, profits, wages.

Morris Deshel, M.A., J.S.D.
Jouin Hall 15. 9-10.

ECON. S 2. (2 points.)

This course embraces a series of lectures on the following subjects:

1. *Banking.*—History. Kinds of banks in the United States. Their nature and functions.

2. *Commerce.*—Domestic and foreign trade. Causes and advantages of exchange. Mechanisms of exchange. Tariffs. Protection and free trade.

3. *Transportation.*—Railroads: Growth; groups; charges; alleged evils. Interstate Commerce Commission. Government regulation. Government ownership.

4. *Corporations.*—Trusts. Advantages and disadvantages of larger corporations. The trust problem.

5. *Government Revenue.*—Sources. Taxation: Kinds; incidence and shifting of taxes, principles of taxation. Public debts.

6. *Insurance.*—History. Nature and advantages. Theory. Kinds of insurance. Industrial insurance. Compensation laws.

Morris Deshel, M.A., J.S.D.
Jouin Hall 15. 10-11.

ECON. S 3.—Economic History of the United States. (2 points.)

The division of the subject is as follows: Early settlements in the new world. Physical geography. Colonial times. The colonial policy of England. The Revolution and its economic causes. Financing of the Revolutionary War. Banking in the United States. The Westward movement—its causes and effects. Commerce. Industries. Labor.

Rev. Edmund J. Burke, S.J.
Collins Hall 18. 1-2.

RECENT POLITICAL PHILOSOPHIES.

Morris Deshel, M.A., J.S.D.

(Register for Phil. S 155. See outline under that number.)

SCHOLASTIC INTERNATIONAL ETHICS.

Rev. Gregory Feige, Ph.D.

(Register for Phil. S 167.)

THE POLITICS OF ARISTOTLE.

James J. Carroll, M.A., LL.B.

(Register for Phil. S 156. See outline under that number.)

FUNDAMENTAL AMERICAN PHILOSOPHY OF GOVERNMENT BASED ON AN ANALYSIS OF THE FEDERALIST.

Paul Collins, A.B., LL.B.

(Register for Phil. S 154. See outline under that number.)

EDUCATION

All students majoring in education should make certain to consult the Chairman of the Faculty Committee within the first two weeks of the Summer Session; at which time they should be prepared to file information regarding schools attended in the past, the title and a copy of courses completed in college or training school, graduate work already completed and a full record of teaching experience.

Office hours: Daily from 8.20 to 10 a.m. and 3 to 4 p.m. Office, 1st floor, Jouin Hall.

FACULTY COMMITTEE

Philosophy and History:

Head of Department and Chairman of the Committee: Dr. Marique.

Psychology and Measurements:

Head of Department: Dr. Rogalin.

Management and Administration:

Head of Department: Dr. Hein.

Conference hours by appointment.

Methods: *Head of Department:* Dr. Kennedy.

Vocational Education:

Head of Department: Dr. Dooley.

During the Summer Session, students registered for certain courses will have an opportunity for the observation of instruction on the campus and in a nearby school.

Weekly conferences and written reports will supplement the work of observation.

Courses numbered S 1 - S 99 may not be offered in fulfillment of the requirements for higher degrees.

Courses numbered S 100 - S 199 are primarily for graduate students; they are open to undergraduate students who have completed all purely undergraduate requirements in Education.

Courses numbered above S 100 are restricted to such graduate students as are qualified to pursue the work with advantage.

COURSES

UNDERGRADUATE

EDUC. S 13.—Principles of Teaching. (2 points.)

This course is intended to be eminently practical. After a brief consideration of the more important principles contributed to education by religion, psychology, logic, biology, sociology and ethics, their practical application to the teacher's work will be examined and illustrated. The following are some of the topics treated: imitation, habit formation and character building; curiosity, attention and interest; the association of ideas and apperception; the fundamental methods of learning; culture *vs.* efficiency as educational aims.

William A. Murphy, M.A.
Freshman Hall 9. 10-11.

EDUC. S 15.—Educational Psychology. (2 points.)

The course considers original nature, instinctive behavior, individual differences, habit formation, memory, imagination, thinking. Problem of transfer of training, measuring result of achievement.

William A. Murphy, M.A.
Freshman Hall 9. 11-12.

EDUC. S 19 - S 20.—Foundations of Method. (4 points.)

The acquisition of knowledge at first hand and at second hand; the means of acquiring facts; application of apperception, attention, interest in acquiring knowledge; the problem as a device for focusing attention and securing educative thought; the media of instruction; development lessons; use of deduction in gaining new knowledge or insight; educational value of verification; the value of laboratory work as a principle to be observed in all studies; practice, review, examinations and defects in teaching. Text-Book: *Beginning Teaching,* Avent.

Joachim Scoppa, M.A.
Pharmacy 5. 9-11.

UNDERGRADUATE AND GRADUATE

EDUC. S 101.—History of Education in Modern Times I. (2 points.)

The transition period between the Middle Ages and the eighteenth century is covered. The course begins with a survey of the mediæval educational system and then deals with the following movements and their influence on education: The Renaissance, the Protestant Revolution, the Catholic Revival and the Early Scientific Movement. Special attention is given to the beginnings of Christian education in the United States.

WALTER F. ROBINSON, Ph.D.
Biology Hall 14. 10-11.

EDUC. S 102.—History of Education in Modern Times II. (2 points.)

A survey of the condition of the school in the eighteenth century and a brief consideration of the educational meaning of the enlightenment, the industrial and political revolutions which closed the century. The course then deals with the trend of educational theory in the nineteenth century, the changes in the practice of class-room teaching, the growth of national school systems and the multiplication of types of schools.

WALTER F. ROBINSON, Ph.D.
Freshman Hall 2. 11-12.

EDUC. S 105.—Philosophy of Education I. (2 points.)

Philosophy, science, history and religion; the nature and function of each and their relation to one another. The nature, function and scope of a philosophy of education; its relation to philosophy, history, religion, the science of education and allied sciences. The nature and function of education; the individualistic, social, transcendental views. Education in the broad and narrow sense; general and special education. The concepts of learning, teaching, training and their relation to the nature of the soul, truth and life. Educational aims and ideals.

REV. WILLIAM R. KELLY, M.A.
Jouin Hall 6. 9-10.

EDUC. S 106.—Educational Sociology. (2 points.)

Foundation: primary, intermediate, and secondary social groups in relation to the school.

Application: development of the modern school, socialization of modern school in its administration, discipline, curriculum, guidance, and methods.

Text: *Principles of Educational Sociology,* Walter Robinson Smith, Ph.D., Riverside Text Book in Education. (Houghton, Mifflin Co.)

REV. JOSEPH E. GRADY, Ph.D.
Jouin Hall 19. 10-11.

EDUC. S 107.—Principles and Methods of Secondary Education. (2 points.)

This course will aim to present knowledge of the needs and aptitudes of youth, with the accompanying effects upon courses of study, general method, discipline, outside activities and related topics. It will aim to show, further, that the guiding principles of secondary education should naturally be an outgrowth of study of the psychology of adolescence. The course should be of value to those who are interested in the special problems of secondary education.

HENRY E. HEIN, Ph.D.
Collins Hall 20. 11-12.

EDUC. S 108.—Modern Tendencies in Education. (2 points.)

This course will investigate the more recent movements in school administration, management, methods of teaching and supervision and instruction.

HENRY E. HEIN, Ph.D.
Collins Hall 20. 2-3.

EDUC. S 110.—Visual Aids in Elementary and Secondary School Teaching. (2 points.)

This course will include a comprehensive survey of the agencies and materials for concretizing of instruction in all grades and subjects of the school system. Contributions and experimentations in this field from Germany, France, Italy and England will be considered.

HERBERT S. WALSH, B.S.
Administration Building 2. 2-3.

EDUC. S 112.—Psychology of Elementary School Branches. (2 points.)

This course will consider the dominant psychological elements involved in learning and teaching the subjects in the elementary school curriculum. Principles of Method peculiar to each will be evolved.

WILLIAM A. MURPHY, M.A.
Freshman Hall 9. 9-10.

EDUC. S 113 - S 114.—Educational Measurements. (4 points.)

This course will survey the present-day movement in standardized tests. The uses and limitations of intelligence, achievement, diagnostic, prognostic tests will be investigated. The elements of statistics necessary for an understanding of standardized tests will be included.

WILLIAM A. MURPHY, M.A.
Freshman Hall 9. 1-3.

EDUC. S 120 - S 121.—School Management. (4 points.)

The philosophy of supervision; the school principal; his relations to the public, the parents, the teachers, the pupils; the school building, equipment, supplies, etc.; organization of curriculum; classification of pupils; the teaching process, discipline, truancy; habit formation and routine.

HENRY E. HEIN, Ph.D.
Collins Hall 20. 9-11.

EDUC. S 125.—Primary Methods. (2 points.)

This course will consider the psychology, principles and special methods of teaching the subjects of the first three years of the

elementary schools. Special consideration will be given to Kindergarten-Extension work.

MARY M. WALDORF, Ph.D.
Administration Building 2. 10-11.

EDUC. S 130.—The Group-Study Plan of Teaching and Classroom Management. (2 points.)

A detailed study of the modern techniques: the Group-Study Plan, the Dalton Plan, the Winnetka Plan; the Project method; Measurement and remedial teaching; Self-directed Study and the art of checking Character Education through socialized class-room routine.

Texts: Maguire, *The Group-Study Plan* (Scribners); Mort, *The Individual Pupil* (American Book Co.).

EDWARD R. MAGUIRE, LL.B.
Collins Hall 24. 10-11.

EDUC. S 131.—Diagnostic Testing and Remedial Instruction. (2 points.)

This course will consider deficiencies of individuals and groups in the subjects of the elementary and secondary schools curriculum. The courses of these deficiencies will be scientifically ascertained through the instrumentality of standardized tests and remedial measures prescribed.

MARY M. WALDORF, Ph.D.
Administration Building 2. 11-12.

EDUC. S 132.—The Junior High School. (2 points.)

This course treats the junior high school in the most practical manner from the viewpoint of its objectives. The topics covered include the project method, the problem method, the Group-Study Plan, the Dalton, Winnetka and Central City Plans; individual differences, measurement, guidance, pupil-participation, adjustment and program making.

EDWARD R. MAGUIRE, LL.B.
Collins Hall 24. 9-10.

EDUC. S 133.—Methods in Teaching Religion in Secondary Schools. (2 points.)

Organization of course, objective, use of materials, methods, the reaching of both will and heart of the student.

Practice Teaching.

Texts: *Some Methods of Teaching Religion,* McMahon, Burns, Oates and Washburne.

REV. JOSEPH E. GRADY, Ph.D.
Jouin Hall 19. 11-12.

EDUC. S 134.—Methods in Religious Instruction in Elementary Schools. (2 points.)

This course will consist of the principles of education and their application to the teaching of Christian Doctrine. The statements of the Baltimore catechism will be developed and demonstration lessons will be given throughout the course.

MOTHER BOLTON, r.c.
Jouin Hall 6. 10-11.

EDUC. S 135.—Teaching of English in Elementary Schools. (2 points.)

The various phases of the English course of study (reading, literature, memory work, dictation, composition, spelling, grammar) discussed with emphasis on underlying principles, methods of teaching, class-room procedure and devices, practical applications.

JOSEPH F. MORIARTY, A.M., LL.B.
Biology Hall 15. 1-2.

EDUC. S 136.—Teaching of History and Civics in Elementary Schools. (2 points.)

This course will consider the elementary school syllabus in history—its aims, its methods and its subject-matter. The chief topics will be so studied as to give the teacher the wider range of knowledge requisite in guiding pupils to organize their ideas and to see causes and results.

JOACHIM SCOPPA, M.A.
Pharmacy 5. 11-12.

EDUC. S 137.—Teaching of Arithmetic in Elementary Schools. (2 points.)

This course treats of modern methods of teaching arithmetic in the elementary schools. In addition to methods of presenting the various topics of the course of study in arithmetic, special attention will be paid to drills, habit formation, standard tests and measurements, and the applications of arithmetic to modern business life.

SAMUEL WITHERS, M.A.
Biology Hall 10. 1-2.

EDUC. S 138.—School Aids and Devices in Teaching in Elementary Schools. (2 points.)

This course aims to equip teachers with the most modern aids and devices in methods of teaching. It includes a study of procedure and material for more effective teaching and maximum pupil reaction.

ANNA S. TOBIN, B.S.
Collins Hall 18. 2-3.

EDUC. S 139.—Teaching Major Subjects in the 4th, 5th and 6th Years. (2 points.)

JOACHIM SCOPPA, M.A.
Pharmacy 5. 1-2.

EDUC. S 140 - S 141.—Methods of Teaching Geography. (4 points.)

The course comprises a comprehensive presentation of methods of teaching geography in elementary and junior high schools. Among the topics considered are the basis, objectives and divisions of the subject; sailor, regional and human geography; problems and projects; maps and map drawing; objective instruction, excursions and visual aids; the curriculum; methods of study, recitation and supervised study in geography.

EUGENE B. GARTLAN, M.A.
Jouin Hall 18. 9-11.

EDUC. S 142 - S 143.—Teaching of English in Secondary Schools. (4 points.)

This course presents the entire work of high school teachers of English. It includes books usually studied in secondary school courses, and gives general instruction in all class-room and extra class-room work. It gives full preparation for the New York City examinations for license as teacher of English.

JESSE HALEY, M.A.
Collins Hall 24. 1-3.

EDUC. S 144.—Methods of Teaching English Composition in Secondary Schools. (2 points.)

The course aims to present the problem of written and oral composition in a practical way. Spelling. Grammar. Student themes considered for form and content. Précis-writing. Student poetry. The use of English composition scales. Supplementary aids. Discussions will be viewed in the light of the syllabi of New York and New Jersey.

JOSEPH F. MORIARTY, M.A., LL.B.
Biology 15. 9-10.

EDUC. S 145.—Methods of Teaching French in Secondary Schools. (2 points.)

This course will include a study of the New York State syllabus for this subject. The matter will be presented from the point of view of recent text-books, methods of presentation, model lessons, historical background. The working principles of the lecturer will be explained and illustrated.

RAPHAEL D'AMOUR, Ph.D.,
Officier de l'Instruction Publique.
Collins Hall 22. 1-2.

EDUC. S 146 - S 147.—Teaching of German in Secondary Schools. (4 points.)

A course designed to be helpful to those associated with the teaching of German in junior high schools and secondary schools. Aims and objectives, methods, bibliography; term and course minima; lectures, research, reports, discussions.

ALFRED A. TAUSK, M.A.
Jouin Hall B. 2-4.

EDUC. S 148 - S 149.—Teaching of History and Civics in Secondary Schools. (4 points.)

This course is devoted to a study of the general problems of history-teaching with special reference to the high school. It will consider the nature of history; its relation to other subjects, and its place in education; selection of subject-matter and its arrangement in courses of study; effective presentation of materials of instruction; judging text-books; collateral reading; testing results.

EUGENE B. REILLY, M.A.
Biology Hall 16. 10-12.

EDUC. S 150.—Methods of Teaching History and Civics in Junior High Schools. (2 points.)

This course will consider the subject-matter and approved methods of teaching history and civics in the seventh, eighth and ninth school years. Included will be such topics as supervised study, project teaching, Dalton Plan, socialization, dramatization, graphic representation, motivation, emotional appeal, appreciation, drill, field work, problem, source, Socratic, and the text-book method, etc.

PAUL G. RYAN, M.A.
Biology Hall 21. 11-12.

EDUC. S 151 - S 152.—Methods of Teaching Latin in Secondary Schools. (4 points.)

Study of New York State Syllabus, and of the Report of the Classical Investigation. Examination of recent books for beginners: reports on same. Teaching devices, recitation procedure, planning the work, etc. This course presupposes a knowledge of the subject-matter covered in the high school curriculum. The final examination will test candidates' knowledge of this subject-matter, as well as the candidates' ability to present it.

EDWARD J. KAVANAGH, M.A.
Biology Hall 13. 9-11.

EDUC. S 153 - S 154.—Teaching of Mathematics in Secondary Schools. (4 points.)

A concrete treatment of the methods of teaching algebra, geometry and trigonometry. Modern tendencies, including the study and reorganization of the subject-matter of secondary mathematics, standard tests, etc., will also be considered.

SAMUEL WITHERS, M.A.
Biology Hall 10. 10-12.

EDUC. S 160.—Pitman Shorthand. (2 points.)

HENRY J. FOLEY, B.S.
Jouin Hall 18. 1-2.

EDUC. S 161 - S 162.—Methods in Typewriting. (4 points.)

Designed for teachers of typewriting who desire to learn an easy, rapid and thorough method of imparting instruction. Entirely new plan, "The Habit-Formation Method." Proper manipulation of the machine; correct fingering; typing of straight matter; typing of letters; tabulation. Novel set of fingering exercises. Definite, effective plan for each lesson in every grade of typewriting.

HENRY J. FOLEY, B.S.
Freshman Hall 10. 9-11.

EDUC. S 163.—Typewriting. (2 points.)

HENRY J. FOLEY, B.S.
Freshman Hall 10. 11-12.

EDUC. S 165 - S 166.—Library Science. (Total, 8 points.)

This course is approved by the Board of Education for Librarianship of the American Library Association. It is also accepted by the Regents of the State of New York for the certification of teacher librarians in secondary schools. The lectures in book selection are definitely directed to the high school library. The course in cataloging is elementary and general. The principles of cataloging as here taught are applicable to any library. The reference course includes the study of general reference books, and is useful to any teacher or student. The lectures on children's literature and story-telling are valuable to any teacher of children.

Miss Mary McDonnell, Director.

A. CATALOGING. 30 hours. Miss Ellen A. Hedrick.
Library, 2 P. M. Credit, 3 points.

B. REFERENCE WORK. 20 hours. Miss Dorothy L. Hull.
SCHOOL LIBRARY ADMINISTRATION. 10 hours.
Miss Mary McDonnell.
Library, 11 A. M. Credit, 3 points.

C. BOOK SELECTION. 20 hours. Miss Mary McDonnell.
CHILDREN'S LITERATURE AND STORY-TELLING. 40 hours.
Miss Mary T. Haugh.
Library, 1 P. M. Credit, 2 points.

Total Credit, 8 points. It is understood that the hours not scheduled will be devoted to the practice-work required of each of the three-point courses. Students taking the entire library course are advised not to register for other courses.

EDUC. S 168. (See Art S 11 - S 12.)

EDUC. S 170.—Theory of Music. (2 points.)

This course is designed to furnish a musical background for the teaching of music in junior and senior high schools.
A study of harmony will include harmonization of melodies in four voice parts: analysis of folk songs and hymn tunes; some keyboard harmony; elementary counterpoint.

Catherine Conway, B.S.
Auditorium. 10-11.

EDUC. S 171.—Principles and Methods of Teaching Music. (2 points.)

This course is designed to meet the needs of teachers and musicians who desire to prepare for teaching music in junior and senior high schools, and for those who desire to become Music Supervisors.
A study will be made of the New York City syllabus and the syllabi of some other localities. The most modern educational methods of teaching music will be stressed.

Catherine Conway, B.S.
Auditorium. 11-12.

GRADUATE

(Open to graduate students only.)

EDUC. S 311.—Seminar in the History of Education. (2 points.)

Open to properly qualified students for the study of specific problems in the field of educational history.

PIERRE J. MARIQUE, Ph.D., Pd.D.
Collins Hall 17. 1-2.

EDUC. S 321.—Seminar in the Philosophy of Education. (2 points.)

Open to properly qualified students for the study of special problems in the field of the philosophy of education.

PIERRE J. MARIQUE, Ph.D., Pd.D.
Collins Hall 17. 2-3.

EDUC. S 313.—Research Work in the History and Philosophy of Education. (2 points.)

For graduate students who are actually preparing a dissertation for the Doctor's degree in the field of history or philosophy of education.

PIERRE J. MARIQUE, Ph.D., Pd.D.
Hours by appointment.

EDUC. S 351.—Seminar in Administration. (2 points.)

HENRY E. HEIN, Ph.D.
Collins Hall 20. 1-2.

ENGLISH LANGUAGE AND LITERATURE
and
COMPARATIVE LITERATURE

FACULTY COMMITTEE

Head of Department and Chairman of Faculty Committee:
DR. CASHMAN
(Conference hours, 12.30-1 and by appointment, Jouin Hall 4.)
FATHER FREMGEN, DR. MONAGHAN, MR. REBER, DR. STAPLETON

N. B.: Students are required to complete successfully all undergraduate courses before they can be admitted to any course marked S 100 or over. Courses below S 100 will not be accepted toward graduate degrees.

UNDERGRADUATE

ENG. S 11.—Precepts of Poetry. (2 points.)

Nature of Poetry. Definition. Elements: emotion, imagination, thought and expression. Verification. Rhythm and Meter. Rhyme. Stanza. Metrical Variations. Species of Poetry: epic, lyric, dramatic, minor forms.

Text-book: for reference, Connell's *Study of Poetry* (Allyn and Bacon); for readings, Hall's *Types of Poetry* (Ginn and Company).

JOSEPH F. MORIARTY, M.A., LL.B.
Biology Hall 15. 11-12.

ENG. S 12.—Rhetoric and English Composition. (2 points.)

The Definition of Literature. Characteristic qualities of the art. The four elements of literature: emotion, imagination, thought and form; discussion of each element. The finer points of style. The nature and province of poetry. The function of the imagination. The intellectual element and points of form.

GEORGE SULLIVAN, Ph.D.
Jouin Hall 17. 11-12.

ENG. S 13.—Principles and History of Rhetoric and Oratory. (2 points.)

(Required.)

The theory of oratory. Analysis of oratorical masterpieces. Historical survey of the great orators. The preparation of briefs and the composition of speeches.

REV. ROBERT A. GIBSON, Litt.D.
Jouin Hall 21. 11-12.

ENG. S 21.—History of English Literature A. (2 points.)

(Required.)

History of English literature from Beowulf to the Restoration. The development of prose and poetry. The growing interest in the drama. Shakespeare. Poetic and dramatic study and analysis of *Macbeth, As You Like It, The Tempest.*

REV. ROBERT A. GIBSON, Litt.D.
Jouin Hall 21. 10-11.

ENG. S 23.—History of English Literature B. (2 points.)

(Required.)

History of English literature from the Restoration to the present time. The classical, romantic and realistic schools. The development of the novel and the essay. Reading and study of the prose writers of the eighteenth and nineteenth centuries.
Study and application of the principles of style and literary criticism. Written exercises in prose composition.

JESSE HALEY, M.A.
Collins Hall 18. 10-11.

ENG. S 28.—American Literature. (2 points.)

A brief survey of colonial literature will be followed by a critical appreciation of the literary development of this country from Irving and Cooper to the present time. The origin and development of the American forms of the short story. The Eighteen-Nineties in America. The beginnings of the new forms. Reading and study of the leading authors of each period.

JESSE HALEY, M.A.
Collins Hall 18. 11-12.

ENG. S 31 - S 32.—Elocution. (4 points.)

The mechanics of voice and speech; breathing exercises and a practical study of English phonetics. The correction of faults in tone (nasality, throatiness) and localism and sluggishness in speech. The second hour will be devoted to a study of the principles underlying reading aloud with special reference to phrasing inflection and emphasis.

George Sullivan, Ph.D.
Jouin Hall 17. 9-11.

UNDERGRADUATE AND GRADUATE

Candidates for the M.A. degree majoring in this department will be required to pass (a) a comprehensive examination in the History of English and American Literature; and (b) an examination in the field of specialization which they have chosen for their study. It is to be understood that these examinations are designed to discover not merely the results of work done in the courses taken, but also of independent study.

ENG. S 102.—English Literary Criticism. (2 points.)

The course in literary criticism presents material in English literature from 1700 upon which sound principles of criticism may be built, and which illustrate the principles. The principles are drawn from the obvious practice of the writers' accepted standing, both poets and prose writers, and are made the subject rather of investigation than of announcement; the tentative attitude is encouraged. The students are directed more to the actual text and less to comment and annotation. Power is sought instead of immediate, finished, verbal facility in opinion. The purpose of the course is to put it in the grasp of the students to continue the study of modern authors along lines similar to those suggested in the course. Application is made to modern American poetry and the short story. The student is expected to show some mastery of one accredited author as well as a sense of general critical principle.

Christopher R. Stapleton, Ph.D.
Freshman Hall 1. 1-2.

ENG. 103-104.—The Philosophy of Literature. (4 points.)

John H. Schieswohl, M.A.

(Given 1929-1930.)

ENG. S 113.—The Development of the Essay. (2 points.)

This course surveys the evolution of the essay as a form of literature and emphasizes the individuality of the authors as cultural and spiritual forces. The essay is discussed from its beginnings to the present; its masters are read chronologically from Montaigne to Repplier; and types such as the personal of Lamb and Stevenson, the character-writing of La Bruyére and Goldsmith, the descriptive of Jefferies and Beebe, the critical of Addison and Newman, and the reflective of Bacon and Thomp-

son—are treated in detail. Approximately one-fourth of the number of essayists read are contemporary. Students should own: Bryan and Crane: *The English Familiar Essay;* Wann: *Century Readings in the English Essay.*

ERNEST S. QUIMBY, M.A.
Jouin Hall 18. 11-12.

ENG. S 115.—Development of English Biography. (2 points.)

The Latin impulse—Verse lives—Rise of modern biographical and autobiographical writing—Modern tendencies,—Biography as literature. Specimen readings from each period.

WILLIAM MCKEE, Ph.D.
Jouin Hall 15. 1-2.

ENG. S 117.—The Short Story. (2 points.)

A critical study and appreciation. The short story in current literature. The theme story; pure theme, motif, problem. The plot story; mysterious, detective, supernatural, surprise, adventure, romance. The character story; direct portrayal, psychological analysis. The atmosphere story.

JOSEPH F. CASHMAN, Ph.D.
Jouin Hall 4. 2-3.

ENG. 119-120.—The One-Act Play. (4 points.)

MARK T. CROWLEY, M.S.

(Given 1929-1930.)

ENG. S 147.—Spenser. (2 points.)

The Mystery, Miracle, and Morality Plays. The Interlude. The pre-Shakespearian dramatists and their contributions to the development of the drama. *The Faerie Queene,* Books I, II and III are read in class. Spenser. The Renaissance poets. The age of Milton. The age of Dryden.

ERNEST S. QUIMBY, M.A.
Biology Hall 12. 1-2.

ENG. S 151.—Shakespeare. (2 points.)

A number of Shakespeare's plays will be read chronologically to show the debt of Shakespeare to his own and earlier times and, above all, to study his development as a dramatist. Attention will also be given to stage presentation in Elizabethan times and to the language and pronunciation of Shakespeare. Students should own: Neilson and Thorndike: *The Facts About Shakespeare;* Neilson: *Shakespeare's Complete Works.*

REV. JAMES A. TAAFFE, S.J.
Freshman Hall 4. 10-11.

ENG. S 154.—The Age of Milton. (2 points.)

The aim of this course is an intimate acquaintance with the poems of Milton. All of his shorter poems and the significant passages in *Paradise Lost* and *Paradise Regained* are read in class; and such of the scientific, political, and religious ideas of Milton's time as are essential for interpretation are presented by lectures.

Students should own: Moody: *Milton's Complete Poetical Works.*

ERNEST S. QUIMBY, M.A.
Biology Hall 12. 2-3.

ENG. S 157.—17th Century Literature—Milton to Dryden. (2 points.)

The Seventeenth Century will be treated as the era of literature markedly different from that of the Sixteenth Century and yet a literature worthy of closer study than is usually given to it. The religious poets, the metaphysical poets, and later formal poets will be considered; Cavalier and Puritan authors will be compared. An interesting group of prose writers and some dramatists will be treated of, in an attempt to present the Seventeenth Century as a period of well-rounded literary achievement. Emphasis will be placed on Catholic influences discernible in the sacred and secular literature of the time.

CHRISTOPHER R. STAPLETON, Ph.D.
Freshman Hall 1. 11-12.

ENG. S159.—The Age of Johnson. (2 points.)

A survey of the period from 1748 to 1798. The lectures will deal with the essayists, letter writers, novelists, dramatists, poets of the tradition of Pope, and poets of the transition.

JOHN J. FITZGERALD, M.A.
Biology Hall 25. 1-2.

ENG. S 164.—The Romantic Movement in English Literature. (2 points.)

The age of Pope: the merits and limitations of eighteenth century poetry. The first hint of the coming change. Two poets—Burns, Blake, who stand apart from both groups. The preface to the lyrical ballads. Wordsworth and Coleridge. Coleridge as critic. Other romantic critics, Lamb, Hazlitt, and De Quincey. Byron and Byronism. Shelly and the Revolution. Keats and a new passionate classicism. Scott and the romantic novel. The romantic movement as the precursor of the Oxford movement.

Text-book: *English Poetry and Prose of the Romantic Movement.* (Scott, Foresman.)

JOSEPH F. MORIARTY, M.A., LL.B.
Biology Hall 15. 10-11.

ENG. S 165.—The Lake Poets. (2 points.)

A consideration of the association of Wordsworth, Coleridge and Southey with the social and literary revolutions of the early nineteenth century; the Lake School seen in the light of its own work and in the writings of such figures as Lamb, De Quincey and Hazlitt; the final triumph of romanticism.

CHRISTOPHER R. STAPLETON, Ph.D.
Freshman Hall 1. 2-3.

ENG. S 167.—Early Nineteenth Century Prose. (2 points.)

Special emphasis on Lamb, Hazlitt, De Quincey, Macaulay, Carlyle, Newman.

Text: *Readings in Nineteenth Century Prose,* by R. M. Alden (Houghton, Mifflin & Co.).

JOSEPH J. REILLY, Ph.D.
Biology Hall 25. 10-11.

ENG. S 168.—Later Nineteenth Century Prose. (2 points.)

Special emphasis on Thackeray, Ruskin, Arnold, Huxley, Pater, Stevenson.

Text: *Readings in Nineteenth Century Prose,* by R. M. Alden (Houghton, Mifflin & Co.).

JOSEPH J. REILLY, Ph.D.
Biology Hall 25. 11-12.

ENG. S 169.—Poetry in the Victorian Age. (2 points.)

Lectures with suggested readings on the Victorian poets, including Tennyson, Browning, Arnold, Clough, Rossetti, Morris, Swinburne and Meredith.

JOHN J. FITZGERALD, M.A.
Biology Hall 25. 2-3.

ENG. S 175.—Literature of the Oxford Movement. (2 points.)

Political and religious background giving rise to the movement. A study of Newman, Keble, Pusey, Faber, Manning, Ward, Froude, and others, together with "Tracts for the Times."

WILLIAM MCKEE, Ph.D.
Jouin Hall 5. 2-3.

ENG. S 181.—Contemporary Literature in Great Britain and Ireland. (2 points.)

A study of the literature and literary movements in Great Britain and Ireland since 1914; their origins and the principal writers.

JOSEPH F. CASHMAN, Ph.D.
Jouin Hall 4. 11-12.

ENG. S 182.—Contemporary American Literature. (2 points.)

A study of the literature and literary movements in the United States since 1914; their origins and principal writers.

JOSEPH F. CASHMAN, Ph.D.
Jouin Hall 4. 10-11.

ENG. S 184.—Contemporary Dramatic Literature. (2 points.)

The early history of the drama will be reviewed, and the course will then turn to the study of representative works of the leading modern dramatists. The works of Jones, Pinero, etc., will be stressed. Considerable time will be devoted to the "well-made play." The best plays presented during the current theatre season in New York will be analyzed and criticized. The theatre will be brought within the reach of academic study.

GEORGE SULLIVAN, Ph.D.
Jouin Hall 17. 2-3.

ENG. S 186.—British Drama. (2 points.)

This course constitutes a comprehensive study of the entire range of British drama, beginning with the early mystery and miracle plays and coming down to the works of dramatists now living. The course will treat the growth of native drama, development of professional drama, Jacobean and Caroline drama, Restoration drama, and the Revival in the theatre.

GEORGE SULLIVAN, Ph.D.
Jouin Hall 17. 1-2.

ENG. S 189.—Modern Catholic Poetry. (2 points.)

A consideration of the Catholic tradition in literature, and an examination of writers since Cardinal Newman in the light of that heritage. Particular attention will be paid to the echoes of the Oxford Movement in the voices of Coventry Patmore, Francis Thompson, Alice Meynell and G. K. Chesterton, following which other important poets and contemporary Catholicity, American, English and Irish, will be read.

JAMES E. TOBIN, M.A.
Jouin Hall 4. 9-10.

GENERAL AND COMPARATIVE LITERATURE

ENG. S 101C.—Greek Poetry. (In English.) (2 points.)

A study in English of the growth and development of classical Greek poetry. This course aims, through the medium of the best translations, to impart to those who do not know Greek a scholarly acquaintance with the masterpieces of ancient Greek epic, lyric and pastoral poetry—from Homer to Theocritus.

REV. AUGUSTUS M. FREMGEN, S.J.
Collins Hall 19. 11-12.

ENG. S 102C.—The Attic Drama. (2 points.)

A course of lectures on the classical Greek drama, illustrated by reading from the best English translations. The lectures comprise: the Origin and Development of Attic Tragedy; Aeschylus; Sophocles; Euripides; The Old Comedy; Aristophanes; The New Comedy; Menander; Influence of the Ancient upon Modern drama; Modern Presentation of Greek Plays.

REV. AUGUSTUS M. FREMGEN, S.J.
Jouin Hall 12. 9-10.

ENG. 105C.—Mediæval Legends and Romance. (2 points.)

ARTHUR F. J. REMY, Ph.D.

(Given 1929-1930.)

ENG. S 111C.—Modern Schools of Art and Poetry. (2 points.)

This course takes up the study of the new forms of artistic and literary expression which have come to light in the first quarter of the twentieth century, and their attempts to encompass the life and trends of this period. Representative works and theories

of the leading schools of Europe and America are the object of a critical examination from the viewpoint of their contribution to the establishment of a twentieth century art and literature. Illustrated with original works and reproductions.

HENRI M. BARZUN, Ph.D.
Jouin Hall 16. 2-3.

ENG. S 161C.—The Fairy and Folk-Tales of Ireland. (2 points.)

Apart from her ancient Gaelic sagas, Ireland has a wealth of folk-tales and fairy-lore. In this course Dr. Douglas Hyde's and William Larminie's collections of stories, gathered from the oral recital of Irish peasants, will be studied in relation to the earlier Ossianic tales and poems. The folk-tale has an important place in modern primary education, and this course should be of especial value to teachers in high schools. Text-book: *Irish Fairy and Folk-Tales,* Edited by William Butler Yeats.

JOSEPH CAMPBELL,
Author of *The Mountainy Singer, Irishry,* and other poems.
Collins Hall 23. 9-10.

ENG. S 162C.—The Poetry of Ireland. (2 points.)

The value of the contribution of the Irish poets of the last twenty-five years to English literature is generally recognized. One of their number will give this course, which will include a study of the bardic method of chanting verse. The poems of William Butler Yeats, A. E., Emily Lawless, Padraic Colum, Seumas O'Sullivan, James Stephens, Austin Clarke and F. R. Higgins will be considered esthetically and technically. Text-book: *The Golden Treasury of Irish Verse,* Edited by Lennox Robinson.

JOSEPH CAMPBELL,
Author of *The Mountainy Singer, Irishry,* and other poems.
Collins Hall 23. 10-11.

ENG. S 163C.—Irish Dramatists from Congreve to O'Casey. (2 points.)

Irishmen have been prominent in English drama from the seventeenth century to the present day. The following playwrights will be considered: Congreve, Farquhar, Goldsmith, Sheridan, Oscar Wilde, George Moore, Shaw, Lady Gregory, Yeats, Synge, Padraic Colum, Daniel Corkery, Eugene O'Neill, Sean O'Casey. The course will include *viva voce* reading of selected scenes from these writers, and if time permits the casting and rehearsal of a complete play with a view to production later. Technique of speech and action and stage mechanics will be illustrated practically. Text-book: *Irish Plays and Playwrights,* by Cornelius Weygardt.

JOSEPH CAMPBELL,
Author of *Judgment,* and other plays.
Collins Hall 23. 11-12.

ENG. S 164C.—Irish Contacts of Famous English Writers. (2 points.)

The following topics will be touched on: Spenser and Kilcolman Castle. Raleigh at Youghal. Irish references in Shakespeare. Marvell and the Cromwellian wars in Ireland. Addison's visit to Dublin. The Dean of St. Patrick's. Dr. Johnson's friendship with Goldsmith, Burke and Charles O'Conor. Blake's Irish mysticism. Coleridge and the Insurrection of 1798. Byron, Moore and Daniel O'Connell. Shelley's support of Catholic Emancipation. Walter Scott and Maria Edgeworth. George Borrow's *Lavengro*. The Irish ancestry of the Brontes, Matthew Arnold's *Study of Celtic Literature*. Newman's university experiment in Dublin.

JOSEPH CAMPBELL.
Collins Hall 23. 1-2.

ENG. S 165C.—The Penal Days in Ireland. (2 points.)

Ireland will celebrate this summer the centennial of the passing of O'Connell's Emancipation Bill in 1829, which gave to Irish and English Catholics freedom from the cruel extractions of the Penal Laws. The period covered by this course (1691-1929) is that of the "Hidden Ireland" of the Eighteenth Century, which even the friendly and erudite Lecky ignored—the Ireland of unquenchable hope and resurgent learning and humor. To an American who asks, "What was Ireland doing and writing in the time of the War of Independence?" this course will supply an answer. Textbook: *The Hidden Ireland,* by Daniel Corkery.

JOSEPH CAMPBELL.
Collins Hall 23. 2-3.

GRADUATE

ENG. S 205 - S 206.—Chaucer. (4 points.)

The class will read the more significant poems, with attention to the language, the verse, the sources, the literary characteristics, and the historical background of the various works.

JOHN REBER, M.A.
Jouin Hall 7. 9-11.

ENG. S 210.—Appreciation of Poetry. (2 points.)

(Prerequisite S 101.)

A study of the pleasures arising from the reading of poetry, the means used by the poet to produce these pleasures—the technique and forms of poetry—a wide reading in connection with these topics.

JOSEPH F. CASHMAN, Ph.D.
Jouin Hall 4. 1-2.

SEMINARS

ENG. S 305.—Middle English. (2 points.)

Treatment of the important data of Middle English Grammar and of the distinctive characteristics of the great dialectal divisions. Study of representative northern, midland and southern texts. Chief attention will be given to midland, the basis of modern standard English.

JOHN REBER, M.A.
Jouin Hall 7. 11-12.

ENG. S 310.—Contemporary Literature. (2 points.)
(Register for Eng. S 181 or Eng. S 182.)

JOSEPH F. CASHMAN, Ph.D.

FRENCH

Head of Department: RAPHAEL D'AMOUR, PH.D.
Officier de l'Instruction Publique

Conferences—By appointment.

REQUIREMENTS

1. Students are required to complete successfully all undergraduate courses or their equivalent before they can be admitted to any course marked S 100 or over.

2. Candidates for graduate degrees are expected to have a fair ability to read French, and to understand the spoken language.

3. All candidates for graduate degrees in French should confer with the Head of the Department some time shortly after the opening of the University session.

FRENCH S A 1. (No college credit.)

This course comprises the rudiments of grammar, syntax and the inflection of the regular verbs; special attention is given to the correct pronunciation. Text-book: Chardenal's *Complete French Course.*

BASIL G. D'OUAKIL, M.A.
Biology Hall 11. 9-10.

FRENCH S A 2. (No college credit.)

The entire syntax and irregular verbs will be covered during this course. Particular attention is given to conversational idioms. French will be the language of a part of this course. Text-books: Chardenal's *French Course; Conversational French Reader.*

BASIL G. D'OUAKIL, M.A.
Biology Hall 11. 10-11.

FRENCH S 1. (2 points.)

This course will include: practical exercises in French prose composition; a thorough study of the French idioms and idiomatic expressions most commonly used in literature and in the spoken language; conversational drills; home and class readings. Text-books: Fortier's *Litterature Française;* Molière: *Le Bourgeois Gentilhomme.*

BASIL G. D'OUAKIL, M.A.
Biology Hall 11. 11-12.

FRENCH S 2. (2 points.)

This course is designed to give the student a working knowledge of both written and spoken French. It will include: practical exercises in advanced prose composition selected from the class topics and readings; short talks by the instructor on recent phases of

the French novel and on French modern poetry; oral discussions and conversation. The class readings in prose and poetry will comprise selections from the works of Balzac, Maupassant, Mérimée, Daudet, Bourget, Loti, Barres, Bazin, Chateaubriand, Lamartine, Hugo, Coppée, Verlaine, etc.

HENRI M. BARZUN, Ph.D.
Jouin Hall 16. 1-2.

FRENCH S 3. (2 points.)

A course in conversational French designed for teachers who wish to acquire greater facility and ease in this branch of their work, as well as for students who desire to improve their expression. A new feature of this course is the discussion of current events in French.

BASIL G. D'OUAKIL, M.A.
Biology Hall 11. 1-2.

UNDERGRADUATE AND GRADUATE

FRENCH S 100.—(French Phonetics.) (2 points.)

The purpose of this course is to enable students to attain a perfect pronunciation through drill and exercises, with the aid of international phonetic symbols. The necessity of this course is obvious to the actual or prospective teacher of French, as it is a requirement of the State Board of Education; for the student it will afford an opportunity to study the stress, quantity, division of syllables, etc. In connection with phonetics, a study of homonyms will be made.

BASIL G. D'OUAKIL, M.A.
Biology Hall 11. 2-3.

FRENCH S 112.—The Great Literary Women of France. (2 points.)

A course of lectures on those French women of genius whose names have deserved to be inscribed in the hall of literary fame. Their biography, personality, characteristics, works, style and influence will be made the object of a very interesting study.

RAPHAEL D'AMOUR, Ph.D.,
Officier de l'Instruction Publique.
Collins Hall 22. 11-12.

FRENCH S 117.—Eighteenth Century French Literature. (In English.) (2 points.)

This course will include: 1. A general survey of the eighteenth century in its various aspects. 2. A biographic and critical study of the foremost authors of that period. Particular stress will be laid upon the works of those essayists and philosophers who were influential in bringing about the creation of public opinion and the advent of democratic governments.

RAPHAEL D'AMOUR, Ph.D.,
Officier de l'Instruction Publique.
Collins Hall 22. 10-11.

GRADUATE

FRENCH S 202.—French Morphology and Semantics. (2 points.)

This course will deal with the following topics: history of the French language; transformation of Latin into Romance; various philological phenomena studied from the point of view of history, morphology, semantics and phonetics; etymological or historical explanations of modern French words or expressions most commonly used in conversation and literature. This course should be made a requisite part of the pedagogical equipment of every teacher of French; it will prove most beneficial for a better understanding not only of the French language, but also of the English language.

RAPHAEL D'AMOUR, Ph.D.,
Officier de l'Instruction Publique.
Collins Hall 22. 2-3.

GERMAN

Head of Department: ALFRED A. TAUSK, M.A.

UNDERGRADUATE

N. B.: Students are required to complete, successfully, all undergraduate courses before they can be admitted to any course marked S 100 or over.

The completion of German S a-b and German S 1 will be accepted by the College in satisfaction of the Elementary German entrance requirements.

GERMAN S a-b.—Elementary Course. (4 points.)

This course includes a thorough study of the basic principles of grammar, pronunciation, and vocabulary drill, easy exercises in reading and composition. The aim is to enable the student to read, write, speak and understand simple German.

ALFRED REMY, M.A.
Jouin Hall 16. 9-11.

GERMAN S 1.—Elementary Prose Reading. (2 points.)

This course begins with the simplest prose. No previous knowledge of German is required. The chief aim is to help the student lay the foundation for acquiring a reading knowledge of German.

TIBOR KEREKES, Ph.D.
Collins Hall 17. 11-12.

The completion of German S 2 and German S 3 will be accepted by the College in satisfaction of the Intermediate German entrance requirements.

GERMAN S 2.—Intermediate Reading. (2 points.)

(Prerequisite: German S a-b and S 1 or equivalent.)

This course is designed especially for students who have had the elementary course and who wish to increase their reading knowledge. It includes translation and sight-reading in texts selected on the basis of variety of style and vocabulary. It will also appeal to those who studied German some time ago and wish an opportunity for review.

ALFRED A. TAUSK, M.A.
Jouin Hall B. 9-10.

GERMAN S 3.—Composition. (2 points.)

(Prerequisite: two years of German.)

The course aims to develop power in oral and written German. Translations from English into German; exercises in free composition; drill on vocabulary and idioms; review of the elements of grammar.

ALFRED A. TAUSK, M.A.
Jouin Hall B. 10-11.

GERMAN S 4.—Conversation. (2 points.)

(Prerequisite: two years of German.)

The course is conducted in German. The main purpose is to train aural comprehension and to give the student facility and fluency in expression. Conversation is based on exercises, general topics, extracts from newspapers and magazines.

ALFRED REMY, M.A.
Collins Hall 24. 11-12.

GERMAN S 5.—Advanced Composition and Conversation. (2 points.)

(Prerequisite: three years of German or equivalent.)

The aim of this course is to develop power in original composition and fluent conversation. It will be conducted in German.

TIBOR KEREKES, Ph.D.
Jouin Hall 7. 2-3.

GERMAN S 6.—Schiller. (2 points.)

(Prerequisite: three years of German or equivalent.)

A study of Schiller's life, works and place in German literature. Lectures, reports and discussions. A representative play of the author will be read.

ALFRED A. TAUSK, M.A.
Jouin Hall B. 11-12.

UNDERGRADUATE AND GRADUATE

N. B.: All undergraduate courses under S 100 must be successfully completed before students can be admitted to courses marked S 100 or over.

GERMAN S 101.—Modern German Writers. (2 points.)

(Prerequisite: A reading knowledge of German.)

The course will cover the trend from naturalism to expressionism and will make a general survey of contemporary German literature. Lectures, selected readings and reports.

TIBOR KEREKES, Ph.D.
Collins Hall 17. 10-11.

GERMAN S 102.—Goethe. (2 points.)

(Prerequisite: A fair reading ability.)

The course will be devoted to selected phases of the life and works of Goethe. Lectures, readings, reports and discussions.

ALFRED A. TAUSK, M.A.
Jouin Hall B. 1-2.

GREEK

ELEMENTARY GREEK. (2 points.)

Rapid course for mature beginners.

EDWARD J. KAVANAGH, M.A.
Jouin Hall 5. 1-2.

GREEK S 1. (2 points.)

Demosthenes' *Olynthiacs* and the *Hecuba* of Euripides.

REV. JOHN J. O'CONNOR, S.J.
Jouin Hall 21. 9-10.

GREEK S 2.—Homer's Iliad. (2 points.)

(Given Summer, 1930.)

HISTORY

FACULTY COMMITTEE

Chairman and Head of Department: FATHER ZEMA, S.J.

Oriental, Greek and Roman Antiquities;
Christian Antiquity;
Middles Ages;
Science of History.

Head of Division: FATHER ZEMA, S.J.

Modern History: European, from the Protestant Revolt to the Nineteenth Century.

Head of Division: DR. COLLIGAN

For Summer, consult FATHER ZEMA, S.J.

Modern History: American—The United States and Latin America:

Head of Division: For Summer, consult Dr. O'Mahoney

Political Science;
Research Course;
Constitutional History of the United States.

Head of Division: Father Millar, S.J.

N.B. Candidates for graduate degrees should consult the Head of Department for approval of courses they wish to select.

Conference Hours: Father Zema, S.J.: 8.30-9; 2.45-3.30.
Reception Room.
Father Millar, S.J.: By appointment.

COURSES

UNDERGRADUATE AND GRADUATE

HIST. S 101 - S 102.—Science and Method of History. (4 points.)

(Prescribed for graduate students.)

A systematic study of the logic of historical investigation and reconstruction, designed to acquaint students with the scientific nature, scope and function of history. It comprises: (a) *Heuristic:* discovery, description and location of source-material; bibliography; principles and practical method of research. (b) *Historical Criticism:* principles, criteria, and auxiliary sciences applied to determine the authenticity, integrity of documents, and the interpretation and truthfulness of their content. (c) *Synthesis:* principles, logical aids (analogy, hypothesis, induction) and method that guide the reconstruction of facts and events in their true organic relations.

Rev. Demetrius B. Zema, S.J.
Freshman Hall 7. 9-11.

HIST. S 111.—Oriental Antiquity. (2 points.)

A survey of the earliest known civilizations in the light of recent exploration and discovery, especially in Egypt, Assyria, Babylonia, and Palestine; their institutional life; and their cultural connections with the oldest civilizations of Europe.

Leonid Strakhovsky, D.Hist.Sc.
Biology Hall 15. 2-3.

HIST. S 113.—Grecian Antiquity. (2 points.)

Sources of Greek History; recent archæological exploration and discoveries in the Ægean. The Homeric Age; colonial expansion of Hellas; growth of democracy; economic conditions; development of religion and culture. Persian Wars, the Age of Pericles to the break-up of Alexander's Empire. Hellenistic culture; the Roman conquest.

Leonid Strakhovsky, D.Hist.Sc.
Biology Hall 12. 11-12.

HIST. S 114.—Roman Antiquity. (2 points.)

Sources of Roman History. The Etruscans; earliest Rome; the early Republic, its conquest of Italy and rivalry with Carthage; conquest of the eastern Mediterranean; Greek influences. Roman government, society, religion, culture, commerce. Overthrow of the Republic; the Empire, its rise, decline and fall; triumph of Christianity; Constantine; the barbarians.

LEONID STRAKHOVSKY, D.Hist.Sc.
Biology Hall 25. 1-2.

HIST. S 115 - S 116.—Christian Antiquity. (4 points.)

(Prescribed for graduate students.)

This is a critical inquiry into the historical beginnings of Christianity. In the light of documentary and archæological evidence, the course reconstructs the historical context in which Christianity first appeared; traces the various influences it met, the elements of its earliest organization and worship, the successive steps of its separation from the Synagogue, its spread over the gentile and barbarian world, its long conflict with paganism and heresy, its victory over them, and the part it played in the break-up of the Roman empire. Account will be taken of the interpretation of this period by the syncretist and evolutionistic schools and by the "higher critics" in general.

Recommended as a parallel course to Science and Method of History.

Biology Hall 16. 1-3.

HIST. S 121 - S 122.—The Middle Ages. (4 points.)

The course will give just enough of the political events to convey a clear outline. The chief emphasis will be placed on the origin and development of the religious, social and cultural movements of Europe from the fifth to the fifteenth centuries.

J. SCHULER, Ph.D.
Jouin Hall 9. 9-11.

HIST. S 125.—End of the Feudal Age. (2 points.)

The rise of national monarchies; the Popes in Avignon; the Western Schism; the Hundred Years' War; the so-called Renaissance; Europe and the Turks; Eve of the Protestant Revolt.

PAUL G. RYAN, M.A.
Jouin Hall A. 1-2.

HIST. S 127.—The Normans in European History. (2 points.)

The invasions of the Norsemen in continental Europe, the Mediterranean and the British Isles. The Norman Conquest of England; the Anglo-Norman Conquest of Ireland; influence and significance of these in the history of France, England and Ireland.

HENRI M. BARZUN, Ph.D.
Jouin Hall 8. 11-12.

HIST. S 135.—The Protestant Revolt and Catholic Reformation —1494-1648. (2 points.)

A close study of religious, political, economic, intellectual and social conditions at the beginning of the sixteenth century, and the bearing of each factor on the revolt. Luther and the spread of the revolt in the Germanies, and the northern countries; Calvin and his international Protestantism. The Reformation from within: religious orders, the Council of Trent and the effects of its decrees; the Wars of Religion; Thirty Years' War.

Rev. Charles J. Deane, S.J.
Freshman Hall 1. 9-10.

HIST. S 137.—The Protestant Revolt in England. (2 points.)

Principles and personalities involved in the religious history of the English people during the 15th and 16th Centuries: Wycliffe and the beginning of Lollardy; Cardinal Beaufort and the clergy in politics; Provisors and Præmunire; the Tudor Cæsarism; Wolsey and the divorce of Henry VIII; Cranmer and the breach with Rome; Sir Thomas More and the Carthusians; Cardinal Pole and the real Reform; Edward VI and imported Protestantism; Mary Tudor's troubles; the Church under Queen Elizabeth.

Rev. Laurence K. Patterson, S.J.
Freshman Hall 4. 1-2.

HIST. S 139.—Nineteenth Century England. (2 points.)

Domestic and foreign policy from 1800 to 1914. Reform measures—England's relation to the Continent—Change in the Constitution of the British Empire—Industrial ills of the time.

William McKee, M.A.
Jouin Hall D. 11-12.

HIST. S 152.—The French Revolution and the Napoleonic Period. (2 points.)

The aim of this course is to examine in detail the various causes which brought about the destruction of the monarchical régime in France; the most significant events, personalities and results of the Revolution; the rise of the dictator, Napoleon, 1799-1815; his downfall, and effects of the Napoleonic period on the states surrounding France and others.

Raphael D'Amour, Ph.D.
Collins Hall 22. 9-10.

HIST. S 159.—Modern Europe in the Seventeenth and Eighteenth Centuries. (2 points.)

Absolutism; mercantilism; material science; the "Age of Reason"; economic and industrial revolution, religious and social conflicts.

Tibor Kerekes, Ph.D.
Freshman Hall 4. 9-10.

HIST. S 161 - S 162.—Modern Europe in the Nineteenth Century. (4 points.)

The rise of democracy and nationality in modern Europe. The aftermath of the revolution in France, Portugal, Spain, Italy,

Germany and Austria. Rise of Germany and Italy. Present problems.

EUGENE B. REILLY, M.A.
Biology Hall 21. 1-3.

HIST. S 169.—The Byzantine Empire and Civilization. (2 points.)

TIBOR KEREKES, Ph.D.
Jouin Hall 9. 1-2.

HIST. S 173.—History of the United States: Colonial Period—1492-1783. (2 points.)

European beginnings; Puritan colonization; filling in the Coast Plain; development and revolt of the British Provinces.

JOHN P. O'MAHONEY, Ph.D.
Jouin Hall 8. 9-10.

HIST. S 174.—History of the United States: Early National Period—1783-1829. (2 points.)

Confederation period; formation of the Constitution; establishment of national government.

JOHN P. O'MAHONEY, Ph.D.
Jouin Hall A. 10-11.

HIST. S 175.—History of the United States: Middle National Period—1825-1865. (2 points.)

Ante-Bellum period; secession and Civil War.

JOHN P. O'MAHONEY, Ph.D.
Jouin Hall A. 11-12.

HIST. S 177.—History of the United States: Reconstruction Period to the Present. (2 points.)

Rise of the United States as a world power; appearance of new problems (social, economic, political, etc.) and their solution.

JOHN P. O'MAHONEY, Ph.D.
Jouin Hall 18. 2-3.

HIST. S 180.—The French in North America. (2 points.)

This course covers the discovery, exploration and colonization of the St. Lawrence valley, the Great Lakes region and the Mississippi valley by French explorers and missionaries; settlements in the Floridas, Acadia, and Texas; French contributions to the civilization of the New World; and co-operation with the American colonies in their conflict with England.

HENRI M. BARZUN, Ph.D.
Freshman Hall 1. 10-11.

HIST. S 181.—Spanish Civilization. (2 points.)

A general course, tracing the history of Spain from the beginning to the present day. Particular attention will be given, however, to Spanish culture, territorial expansion, and to Spanish contributions made to civilization at large.

J. SCHULER, Ph.D.
Jouin Hall 21. 2-3.

HIST. S 182.—Latin America. (2 points.)

The Spanish Colonial system. Influences at work during the colonial revolutions in South America. The center of interest will fall upon the Monroe Doctrine, as well as the various political and diplomatic situations connected therewith from the time of its promulgation to the present. The Pan-Hispanic and the Pan-American movements.

J. SCHULER, Ph.D.
Jouin Hall 21. 1-2.

HIST. S 185.—Temporal Power of the Popes and the "Roman Question." (2 points.)

Origin, development, historical significance of the temporal jurisdiction of the Sovereign Pontiffs in history; rise and settlement of the "Roman question."

WALTER F. ROBINSON, Ph.D.
Administration Building 1. 1-2.

SEMINAR

HIST. S 302.—Seminar in the Philosophy of History. (2 points.)

(Prescribed for graduate students.)

An objective inquiry into a tenable philosophy of history. The aim of the discussions will be to establish the principles, laws and causes, proximate and ultimate, which give rational meaning and direction to the course of human events. The various philosophies of history and schools of historical interpretation will be reviewed and evaluated. Lectures, papers and discussions.

REV. DEMETRIUS B. ZEMA, S.J.
Freshman Hall 7. 11-12.

ITALIAN

ITALIAN S A 1.—Elementary Italian. (2 points.)

Elements of grammar. Inflection of regular verbs. Oral and written exercises.

ALEXANDER AUSILI, M.A.
Biology Hall 14. 9-10.

ITALIAN S A 2.—Elementary Italian. (2 points.)

Continuation of Italian S A 1. Thorough study of syntax and irregular verbs. Easy readings from modern poets and prose writers. Practice in composition and conversation.

ALEXANDER AUSILI, M.A.
Biology Hall 14. 11-12.

ITALIAN S 1.—Composition. (2 points.)

Prose composition. Class reading of short stories by Fogazzaro, De Amicis, Papini, Panzini, etc. Study of idioms and practice in conversation.

ALEXANDER AUSILI, M.A.
Biology Hall 14. 1-2.

ITALIAN S 2.—Conversation. (2 points.)

This course is intended for advanced students and is conducted largely in Italian. Conversation is based on general topics and on class readings.

ALEXANDER AUSILI, M.A.
Biology Hall 14. 2-3.

LATIN

Head of Department: FRANCIS PRISTERA, Ph.D., Litt.D.

Conference hour: 12-12.30, 3-3.30, Jouin Hall 2.

REQUIREMENTS

1. Three years of high school work is a prerequisite to undergraduate courses. Eighteen undergraduate points are required for the degree of Bachelor of Arts. Latin is not required for the degree of Bachelor of Science. It may, however, be taken as an elective.

2. Should students wish to take other courses in Latin than those enumerated below, permission must be obtained in writing from the Dean.

3. Courses marked S 100 or over are for Graduate and Undergraduate students. No one will be admitted as a candidate for a graduate degree in Latin who is not able to read at sight Latin texts of ordinary difficulty.

4. Graduate students in Latin are expected to take all courses marked S 200 and over.

5. Theme work will be required in all courses in Latin.

UNDERGRADUATE

LATIN S A 1.—Elementary Latin. (No college credit.)

This course is designed for students with no previous knowledge of Latin, and for those desiring a thorough review of the principles of Latin grammar. It will include prepared and sight translations of easy Latin.

KATHLEEN E. MURPHY, Ph.D.
Jouin Hall 12. 10-12.

LATIN S 1.—Cicero: Second Philippic and Pro Marcello. (2 points.)

CYRIL B. EGAN, B.A.
Jouin Hall 8. 10-11.

LATIN S 2.—Virgil—The Æneid. (2 points.)

The course presupposes high school and college work in Virgil. Influence of Virgil in various periods of history and a study of the entire Æneid in three relations: (1) to the Canons of Litera-

ture; (2) to the Augustan Civilization; (3) to the problem of human life.

(Given Summer, 1930.)

LATIN S 13.—Horace—Selected Odes. (2 points.)

Interpretation and translation. Study of the various meters and style. Particular attention will be given to the odes of political and patriotic nature and from their allusions and allegories form an opinion of the political and historical events of the times of Horace.

Rev. Henry A. McGarvey, S.J.
Freshman Hall 2. 9-10.

LATIN S 15.—Livy. (2 points.)

Book XXI. Prepared and sight translations. Study of Roman historical style exemplified by Livy. Advanced composition.

Edward J. Kavanagh, M.A.
Jouin Hall 5. 11-12.

LATIN S 17.—Cicero—Pro Milone. (2 points.)

Special attention to Cicero's historical and political relations with Cæsar and Pompey. Rhetorical analysis of the speech. Comparison of ancient and modern oratory.

Cyril B. Egan, B.A.
Freshman Hall 4. 11-12.

LATIN S 18.—De Amicitia-De Senectute. (2 points.)

Rev. James W. Conroy, S.J.
Jouin Hall 10. 9-10.

LATIN S 21.—Horace and Juvenal. (2 points.)

Francis Pristera, Ph.D., Litt.D.
Jouin Hall 2. 10-11.

LATIN S 31.—Latin Composition I. (2 points.)

Latin composition for undergraduates of Freshman year. Textbook: *Barr's Book II.*

Francis Pristera, Ph.D., Litt.D.
Jouin Hall 2. 9-10.

UNDERGRADUATE AND GRADUATE

LATIN S 103.—Selections from the Latin Fathers. (2 points.)

This course will be based upon passages taken from the writings of Tertullian, Minucius, Felix, St. Cyprian, Lactantius, St. Ambrose, St. Jerome, St. Leo the Great, St. Bernard and St. Augustine and will consist in translation and comparative dis-

cussion of their latinity. For students who desire to acquire a general working knowledge of the Patristic writers. It should appeal, in particular, to those majoring in philosophy.

KATHLEEN E. MURPHY, Ph.D.
Jouin Hall 12. 1-2.

LATIN S. 105.—Mediæval Latin. (2 points.)

This course will be based upon selections from mediæval authors representing the various departments of literature, such as history, anecdote, argument, epistle, drama, dialogue and poetry. The course is given for the benefit of advanced students of modern languages and history who desire to get acquainted with Latin texts, historical sources, thought and classical culture of the Middle Ages.

KATHLEEN E. MURPHY, Ph.D.
Jouin Hall 12. 2-3.

LATIN S 106.—Tacitus. (2 points.)

Histories. Book I.

EDWARD J. KAVANAGH, M.A.
Jouin Hall A. 2-3.

LATIN S 107.—Suetonius—Selections. De Vita Cæsarum. (2 points.)

Shortcomings of Suetonius as an historian. Comparison with ancient Greek and Roman historians. Place in Latin literature.

FRANCIS A. SCHAEFFER, M.A.
Biology Hall 10. 2-3.

LATIN S 109.—Martial—Epigrams. (2 points.)

Study of Roman life in its various aspects, as mirrored in Martial's Epigrams.

FRANCIS PRISTERA, Ph.D., Litt.D.
Jouin Hall 2. 11-12.

LATIN S 112.—Cicero—In Verrem. (2 points.)

Translation. Analysis and discussion of rhetorical points. Comparison between oratory, old and new. *In Verrem* contrasted with Burke's *Impeachment of Warren Hastings* and other modern speeches delivered on similar occasions.

CYRIL B. EGAN, B.A.
Jouin Hall A. 9-10.

LATIN S 113.—Cicero's Letters. (2 points.)

Translation. Discussion of historical, political and social background. The private life of Cicero as revealed in his letters. Epistolary style of Cicero contrasted with that of Pliny and such later writers as Chesterfield, de Sevigné and Stevenson. Is letter-writing a lost art?

CYRIL EGAN, B.A.
Jouin Hall 8. 1-2.

LATIN 117.—St. Thomas. (2 points.)

This course will include translation of selected articles from the *Summa Theologica,* Part I, and will be supplemented by the reading of passages from the *Summa Contra Gentiles.*

KATHLEEN E. MURPHY, Ph.D.

(Given Summer, 1930.)

GRADUATE

LATIN S 202.—Seneca: Selected Essays. (2 points.)

Lectures illustrating Seneca as the greatest ornament of Stoic Philosophy and the best representative of the Silver Age.

FRANCIS PRISTERA, Ph.D., Litt.D.
Jouin Hall 2. 1-2.

LATIN 204.—Latin Epigraphy.

Official and sepulchral inscriptions. Special attention to those inscriptions shedding light on the public and private life of the Romans. Lectures, discussions, reports on special topics.

FRANCIS PRISTERA, Ph.D., Litt.D.

(Given Summer, 1930.)

LATIN S 301.—Roman Satire. (2 points.)

Minute study of Roman Satirists. Interpretation and text-criticism. Research work and papers on special topics.

FRANCIS PRISTERA, Ph.D., Litt.D.
Jouin Hall 2. 2-3.

MATHEMATICS

JOHN J. O'CONNOR, M.A., *Head of Department*

UNDERGRADUATE

MATH. S 13.—Solid Geometry. (2 points.)

Complete study of figures involving more than one dimension.

SAMUEL WITHERS, M.A.
Biology Hall 10. 9-10.

MATH. S 15.—Plane Trigonometry. (2 points.)

Trigonometric functions; circular measures; logarithms; functions of angles; relation of functions; solution of right triangle and plane triangle.

WILLIAM T. SHIELDS, B.Sc.
Jouin Hall D. 2-3.

MATH. S 21.—College Algebra. (2 points.)

This course embraces all the higher algebraic conceptions, permutations and combinations; logarithms; determinants; complex numbers; theory of equations; undetermined coefficients; partial fractions; Horner's method of approximation, etc.

WILLIAM T. SHIELDS, B.Sc.
Jouin Hall D. 9-10.

MATH. S 31.—Analytic Geometry (Plane). (2 points.)

Systems of co-ordinates, loci and equations, straight line, circle, parabola, hyperbola.

WILLIAM T. SHIELDS, B.Sc.
Jouin Hall D. 10-11.

MATH. S 41.—Differential Calculus. (2 points.)

Geometrical and physical applications of the derivative. Problem of rates. Maxima and minima. Curvature. Partial differentiation.

WILLIAM T. SHIELDS, B.S.
Jouin Hall D. 1-2.

MATH. S 42.—Integral Calculus. (2 points.)

Integration of standard forms. Constant of integration. The definite integral. Integration applied to curves, areas and volumes.

WILLIAM T. SHIELDS, B.S.
Biology Hall 13. 11-12.

UNDERGRADUATE AND GRADUATE

MATH. S 151 - S 152.—Differential Equations. (4 points.)

The solution of ordinary differential equations of the first and second orders, with applications to problems in geometry, mechanics, physics and chemistry.

Administration Building 1. 2-3.

N.B. Prerequisite: Differential and integral calculus.

MATH. S 161.—Advanced Calculus. (2 points.)

Continuation of Courses 41 and 42. Taylor's series. Curve tracing. Complex variable. Double and triple integration.

Biology Hall 12. 10-11.

MATH. S 164.—Analytic Mechanics with an Introduction to Elementary Vector Analysis. (2 points.)

Administration Building 2. 1-2.

PHILOSOPHY

Dr. Downing, Fr. Mahony, Fr. Murphy, Fr. Pyne

Conference Hours by appointment.

Courses marked Credit A are required for regular A.B. and B.S. courses.

Those marked Credit B are required for B.S. in Education. Courses marked Credit C may be counted towards a Minor for graduate degrees unless these courses have been offered for A.B. or B.S.

Courses marked Credit D are required for Major in Philosophy.

PHIL. S A.—Logic. (2 points.) Credit A-B.

Apprehension and the Idea. The Term. Judgment. The Categorical Proposition. Education. The Act of Inference. The Hypothetical Proposition. The Process of Inference. The Mixed Hypothetical Syllogism. The Categorical Syllogism. Other Types of Argument. The Predicables and the Categories. Logical Division. Definition. Fallacies.

Rev. John J. Toohey, S.J.
Biology Hall 16. 9-10.

PHIL. S 1.—General Epistemology, Part I. Credit A-B-C. (2 points.)

(Prerequisite: Phil. S A.)

Truth: Ontological, logical and moral. Falsity. Logical truth and falsity completely found in the judgment only. General and partial causes of error. States of the mind in relation to truth. Ignorance. Doubt. Suspicion. Opinion. Certitude. Metaphysical, physical and moral certitude. Natural and philosophical certitude. Universal and partial scepticism. Descartes' Methodic Doubt.

Rev. Theodore T. Farley, S.J.
Administration Building 1. 10-11.

PHIL. S 2.—Epistemology, Part II. (2 points.) Credit A-B-C.

(Prerequisite: Epistemology, Part I.)

The means of acquiring truth and certitude: the external and internal senses; their validity; exposition and criticism of the different theories of sense-perception; phenomenal idealism; physical realism; representative and presentative realism; Kantianism; intellect and its different functions; reasoning, intellectual memory and consciousness; conscience. Belief in divine testimony, in human testimony, regarding present and past events. Oral tradition; monuments; history; doctrinal testimony.

Universal ideas; nominalism; exaggerated realism; modern realism. The ultimate and universal criterion of truth and certainty; traditionalism; subjective criteria; objective evidence.

Rev. Francis X. Dougherty, S.J.
Collins Hall 21. 9-10.

PHIL. S 4.—Elements of Ontology and Cosmology. (2 points.) Credit A-B.

(Prerequisite: Phil. S 1 and S 2.)

The notion of being. The Categories. Value of the notion of substance of efficient cause. Potency and act. Principles of being. Preliminary notions, discussion of materialism, pantheism, idealism, pragmatism. Creation. Hylomorphism, and opposing theories. Properties of bodies. Laws of nature.

Rev. Peter J. Lambe, Ph.D.
Jouin Hall 14. 9-10.

PHIL. S 5.—Fundamental Psychology (Life in General). (2 points.) Credit A-B-C.

(Prerequisite: Phil. S 4.)

Life; defined, its grades, origin. The principle of life in the plant and the brute animal. Sensation. The external and internal senses. The sensitive appetite. The passions.

Rev. Gregory Feige, Ph.D.
Collins Hall 19. 9-10.

PHIL. S 6.—Rational Psychology. (2 points.) Credit A-B-C.

The human soul; one, abiding, substantial principle of life in man. Its simplicity, spirituality and immortality. Intellectual life. Rational appetency.

Rev. Joseph A. Murphy, S.J.
Administration Building 2. 9-10.

PHIL. S 8.—General Ethics. (2 points.) Credit A-B-C.

Ethics; its nature, object, necessity. Beatitude. Morality of volitional acts. The determinants of morality. The eternal law. The natural law.

Rev. George Bull, S.J.
Biology Hall 12. 9-10.

PHIL. S 9.—Individual and Social Ethics. (2 points.) Credit A-B-C.

Man a social being, morality of society; conjugal society, the marriage contract, divorce; parental society; industrial society, private ownership, socialism, wages, the living, minimum wage, strikes, boycotts, unions, civil society, origin, authority; the State not an end in itself; its primary and secondary purposes; the Church and State; their respective spheres, their relations; nations and the moral law, international law.

Rev. Peter A. Oates, S.J.
Jouin Hall 16. 11-12.

PHIL. S 41.—Natural Theology I. (2 points.) Credit A-B.

The Existence of God. Cognoscibility, ontologism, traditionalism. Metaphysical proof. Argument from design. Moral proof.

Patrick J. Downing, Ph.D.
Collins Hall 17. 9-10.

PHIL. S 51 - S 52.—Introduction to Sociology. (4 points.)

Introduction; society, its origin and classifications. The natural societies. Domestic and civil society and problems thereunder. Population policies. Artificial birth control; sterilization laws.

ROBERT M. HITCHCOCK, A.B., LL.B.
Collins Hall 19. 1-3.

PHIL. S 53.—Theories of Knowledge. (2 points.) Credit D.

A brief exposition and criticism of some of the principal theories of knowledge from the time of the ancient Greeks to our own day.

PATRICK J. DOWNING, Ph.D.
Collins Hall 21. 10-11.

PHIL. S 103 - S 104.—Advanced General Ontology. (4 points.) Credit D.

(Prerequisite: Phil. S 4.)

The categories of Aristotle as divisions of Being. Substance and defense of its objectivity against Positivism. Nature and personality. Accidents in general. Relations. The causes of Being. Definition of cause and vindication of its objectivity. The Aristotelian division of causes: efficient, final, material, formal.

REV. PETER LAMBE, Ph.D.
Jouin Hall 14. 10-12.

PHIL. S 129.—Advanced Cosmology. (2 points.) Credit D.

The philosophy of the inorganic world; the origin and formation of the material universe; discussion and criticism of ancient and modern theories concerning the origin and formation of the world. Creation. The constitution of matter; discussion and criticism of ancient and modern theories concerning the constitution of matter; the Scholastic theory. Quantity and extension; discussion and criticism of theories concerning the nature of quantity and extension; the nature and effects of quantity as explained by the leading scholastic philosophers. Place and space in non-scholastic philosophies; place and space in scholastic philosophy. Ubiety of corporeal and spiritual substances; multilocation, compenetration. Time and motion in non-scholastic philosophies; time and motion in scholastic philosophy. The laws of nature; discussion and criticism of non-scholastic theories; the scholastic doctrine. Miracles; their possibility and cognoscibility.

PATRICK J. DOWNING, Ph.D.
Collins Hall 21. 11-12.

PHIL. S 128.—Natural Theology II. (The Essence of God.) (2 points.) Credit D.

Attributes; unicity, simplicity, infinity, divine cognition; objects. Possibles. Futuribles. Divine Will; objects, necessary, free. Preservation. Concurrence; scholastic dispute. Providence. The problem of evil.

REV. WILLIAM J. BROSNAN, S.J.
Administration 1. 8.45-10.

PHIL. S 130.—Dynamic Psychology. (2 points.) Credit D.

Causes of human behavior; stimulus and response; nature and influence of instincts and emotions; conflicts and reactions; driving forces of the unconscious and sub-conscious; ideomotor actions and volitional control.

Rev. George H. Mahowald, S.J.
Administration Building 1. 11-12.

PHIL. S 107 - S 108.—Practical Sociology. (4 points.) Credit D.

The application of sound principles to social problems. Marriage and the family. The problem of population. Eugenics. Morality and the child. The State, its origin and authority.

Revolutionary schemes of betterment. Social legislation. Crime, its nature, prevention and correction. Education. The external life of the State.

Rev. Alonzo J. McHugh.
Jouin Hall 19. 1-3.

PHIL. S 115 - S 116.—Ancient Philosophy. (4 points.) Credit D.

The thoughts of the ancients weighed in the balance of the twentieth century: the Milesians, the Eleatics, the Pythagoreans, Heraclitus. Democritus, Socrates, Plato, Aristotle, the Epicureans, the Stoics, the Sceptics.

Rev. Edward J. Waterson, D.D.
Jouin Hall 14. 1-3.

PHIL. 119.—St. Augustine. Credit D.

Rev. Patrick J. O'Leary, Ph.D.

(Given 1929-1930.)

PHIL. S 111.—History of Scholasticism. (2 points.) Credit D.

Scholasticism: ancient foreshadowing of history of scholasticism clearly defined, Arabian and Hebraic influences, relation to Aristotelianism, peak reached in Thomas of Aquin, method overthrown by Bacon, scholasticism at present time, its earliest opposition in Italy, modern Italian scholasticism.
No text required.

Rev. Joseph E. Grady, Ph.D.
Jouin Hall 19. 9-10.

PHIL. S 113 - S 114.—History of Modern Philosophy. (4 points.) Credit D.

Exposition, appreciation and criticism of Descartes' system and its development; occasionalism, ontologism; pre-established harmony; pantheism.

Exposition, appreciation and criticism of Locke, Berkeley and Hume; developments of English philosophy; empiricism; positivism; rationalism; ontological agnosticism; empirico-intellectualism.

Kant: The development of his philosophy; Fichte, Schilling, Hegel, Schopenhauer, Nietzsche, Evolution.

Rev. Michael J. Mahony, S.J.
Biology Hall 21. 9-11.

PHIL. S 140.—Government in the United States. (2 points.)

A consideration of the functions and problems of federal, state and local government in the twentieth century. Scope: the prominence of the United States Senate; government by bureaus; social and economic factors in state government; the importance of local government; council, commission and city manager; its social activities, budgets and zoning, etc.

LEWIS C. CASSIDY, Ph.D., LL.M.
Jouin Hall 15. 2-3.

PHIL. S 145.—Canon Law. (For Religious only.)
(2 points.) Credit D.

An advanced course dealing with the internal and external government of religious institutes, together with a discussion of selected canons of the New Code regulating administration of temporal affairs.

May be taken by those who completed Canon Law February-June, 1929, and by those who completed the course in past summers and by beginners who have never studied Canon Law.

REV. FRANCIS A. MCQUADE, S.J.
Freshman Hall 2. 10-11.

PHIL. S 150.—The State in the Economic Life. (2 points.)

A. *Capital and labor problems:* The true relations between capital and labor. Causes of friction between capital and labor. Wages—Theory of the fair wages. The market and the law in the establishing of wages. The laborer's share in the earnings. Legal or private stipulations? Influence of the rise of wages in the cost of living. Conflicts between capital and labor. Strikes and lockouts. Role of the State in the labor conflicts. Arbitration.

B. *Legal protection to labor:* General health conditions in the factories and shops. Women in the factories and shops. Work during the motherhood period. Women's children care. The mixed sexes actual perils. Laboring children. Restriction of jobs, or banishing from shops? Laboring children education. Limit of work hours. Insurances and pensions. Laborers' age limit. The State as industrial boss.

C. *The State Budget and the taxes:* The necessary conditions of a sound budget. Different forms of taxation. The income tax. The tariff and its periodical revision. Advantages and dangers of protectionism. Losses for the State by smuggling. The actual cost of living in the United States. Influence of the tariff in the agricultural life.

ALBERTO MARIA CARREÑO.
Jouin Hall 10. 11-12.

PHIL. S 151.—Premises and Promises of Sociology. (2 points.)

Premises. Essentially two kinds of approach. Premises based on (Rousseau *et al.*) dogmatic theories or on facts. Some of the most important social facts relating to geographical conditions, race, sex, age, urban and rural mind, conditions of wealth, spontaneous socialization, association, domination, exploitation, the different

struggles (class struggle, personal, institutional, national competition), practical philosophy and religion of the society, etc., etc.

Promises. Sociology, through finding the true facts about human society, harmonizing them with other known facts, teaching and spreading their knowledge, promises a progressively better organization of society; i.e., sociology helps toward the organization of effort, will and thought, and works out the great principle of social justice as applied to human individuals and groups, from the family and the state to the international community of the whole mankind.

REV. STEPHEN KEMENES, Pol.D., LL.D., Ph.L.
Jouin Hall 7. 1-2.

PHIL. S 152.—Socio-Political History of Rome. (2 points.)

Geography and topography. Ancient saga; a few historical facts of oldest Rome. A classic example of prædestination: Rome, the geographical centre (and in many other ways, too, centre) of civilized human society for these two thousand years. Roman Republic. Roman Empire. The chaos. The eleven hundred years from Pepin to 1870, when the Pope was more or less the King of Rome and Rome the capital of the Papal States. The "Roman Question" unsettled for nearly sixty years. The most recent reconciliation between Rome, centre of Christendom and Rome, capital of *Unita Italia.*

REV. STEPHEN KEMENES, Pol.D., LL.D., Ph.L.
Collins Hall 21. 2-3.

PHIL. S 153.—Foreign Policy of the United States. (2 points.)

Relations with England. Relations with big Continental Powers. Relations with minor Continental Powers. The Russian Soviet. Relations with Oriental Powers. Relations with Mexico. Relations with Central America. Relations with South America.

ALBERTO MARIA CARREÑO.
Jouin Hall 10. 1-2.

PHIL. S 154.—The Federalist. (2 points.) Credit D.

This purports to be a digest of the Federalists in so far as it is the most important source of our American philosophy of government. Special stress will be given to the similiarity of the ideas set forth by Hamilton and Madison with those of Burke and the Scholastics.

PAUL COLLINS, A.B.
Freshman Hall 4. 2-3.

PHIL. S 155.—Recent Political Philosophies.
(2 points.) Credit D.

A study of the State in recent political theory, democracy and aristocracy. Proletarian political theory: collectivism, individualism, socialism, bolshevism, syndicalism.

The attack on State Sovereignty.

The pluralistic State.

MORRIS DESHEL, M.A., J.S.D.
Jouin Hall 15. 11-12.

PHIL. S 156.—Politics of Aristotle. (2 points.) Credit D.

This will consist of an analysis of Aristotle's text with a view to demonstrating, in the light of later scholastic developments, the soundness of Aristotle's fundamental contribution to the philosophy of government and its perennial value as tested by experience.

JAMES CARROLL, M.A.
Jouin Hall 9. 2-3.

PHIL. S 157.—The Church and the State. (2 points.)

Actual Concordats. The Holy See and the non-Catholic European countries. The non-Catholic Oriental governments. The Church and the American nation. Relations of the Holy See and the Latin American countries. The Church and the agreement with the Italian government.

ALBERTO MARIA CARREÑO.
Jouin Hall 10. 2-3.

PHIL. 158.—History of Origin of Modern Liberty and Its Corruption. (2 points.) Credit D.

REV. M. I. X. MILLAR, S.J.

(Given 1929-1930.)

PHIL. 159.—Scholastic Philosophy of Government.
(2 points.) Credit D.

This course will be based on the texts themselves of the great treatises of (1) St. Thomas' *De Legibus* and his *De Regimine Principum,* (2) Bellarmine's *De Laicis,* (3) Suarez' *De Legibus.* An analysis will be made of each supplemented by an historical background. Particular care will be taken to point out what the actual influence of various documents has been on subsequent events and the evidence in proof of such influence will be given and weighed. The bearing of scholastic principles on present problems will be also emphasized. This course presupposes Phil. 158 and the Latin course in St. Thomas.

REV. M. I. X MILLAR, S.J.

(Given 1929-1930.)

PHIL. S 167.—Scholastic International Ethics.
(2 points.) Credit D.

This course will treat the morality of war in the light of scholastic teaching. Treatment: Philosophical-ethical considerations: Can war be permitted to Christians? Legitimacy of war of defense. Definition of a just war. Consequences and corollaries. Scholastic teaching on war. Old Testament wars; early Christianity; from St. Augustine to St. Thomas; from the XIth to the XVIth Century; the last three centuries. *Decretum Gratiani;* St. Thomas: *de bello;* Victoria: *de jure belli;* Suarez: *de bello;* Victoria: *de Indis.* Victoria and Suarez as founders of International Law. The Post-Grotians. Practical conclusions. Outlook. This course pre-supposes General and Social Ethics, and Scholastic Philosophy of Government.

REV. GREGORY FEIGE, Ph.D.
Collins Hall 19. 10-11.

PHIL. S 169.—Papal Pronouncements and Opinion on State, Sovereignty and Peace. (2 points.) Credit D.

1. Scholastic Conceptions: St. Thomas on Nature and Origin of the State. The repository of authority according to: St. Thomas, Cajetan, Victoria, Suarez, Soto and others.

2. The Syllabus of Pius IX.

3. Leo XIII: On the State; on the sovereign people; on questions of tyranny; on questions of revolt and its possible justification.

4. Peace, arbitration and international law according to Leo XIII, Benedict XV and Pius XI.

5. American angles on the above from the viewpoint of its constitutional history and conceptions.

Rev. Gregory Feige, Ph.D.
Jouin Hall 6. 11-12.

PHIL. S 181.—The Political and Social Developments of the Roman Law. (2 points.) Credit D.

Its later influence upon North, Central and South America and Europe. From the Institutes of Justinian, A.D. 533 to the Code Napoleon and the Nineteenth Century.

Lewis C. Cassidy, Ph.D., LL.M.
Freshman Hall 7. 1-2.

GRADUATE

PHIL. S 202.—Historical Research Course. (2 points.)

The purpose of this course is to conduct original research work along lines that will enable the student to ascertain definitely, and on a basis of facts, the correct interpretation of ideas, institutions and events in the past, touching such phases, especially, of secular history and cultural development as still have a bearing on the present, but which Catholics have neglected because of their greater concern with the ecclesiastical position and which non-Catholics habitually misrepresent or overlook because of the lack of proper comprehension.

Rev. M. I. X. Millar, S.J.
Library. 11-12.

SPANISH

Head of Department: Alfred A. Tausk, M.A.

The completion of Spanish S a-b and Spanish S 1 will be accepted by the College in satisfaction of the Elementary Spanish entrance requirements.

SPANISH S a-b.—Elementary Course. (4 points.)

This course offers a thorough study of the fundamental principles of grammar, and aims to impart the ability to read, write and, to some extent, speak simple Spanish. Special attention is given to aural and oral practice.

ALFRED REMY, M.A.
Freshman Hall 2. 1-3.

SPANISH S 1.—Elementary Prose Reading. (2 points.)

This course is organized to meet the need for an early reading knowledge. It begins with the simplest prose and aims to develop in the student the ability to read easy Spanish.

EMILE SAMRA, B.A.
Jouin Hall 9. 11-12.

The completion of Spanish S 2 and Spanish S 3 will be accepted by the College in satisfaction of the Intermediate Spanish entrance requirements.

SPANISH S 2.—Intermediate Reading. (2 points.)

(Prerequisite: two years of Spanish.)

This course is intended for students who desire to acquire facility in reading Spanish. Particular attention is given to sight-translation. The texts are selected to furnish variety of material and style together with an extensive practical vocabulary.

EMILE SAMRA, B.A.
Biology Hall 13. 1-2.

SPANISH S 3.—Composition. (2 points.)

(Prerequisite: two years of Spanish.)

This course includes a review of the principles of grammar in connection with practical exercises in composition, thorough study of the commonly used idioms; drill on vocabulary; dictation, exercises carefully planned to develop the aural aspect of the language.

EMILE SAMRA, B.A.
Biology Hall 13. 2-3.

SPANISH S 4.—Conversation. (2 points.)

(Prerequisite: two years of Spanish.)

The main purpose of this course, which is conducted in Spanish, is to train aural comprehension and to give the student facility and fluency in expression. Conversation is based on exercises, general topics, newspaper and magazine articles.

EMILE SAMRA, B.A.
Jouin Hall 5. 10-11.

SCIENCE

BIOLOGY

N. B.: The undergraduate credits required in Science cannot be made up by a half course (i.e., a 4-point course) in Biology to which credits from other Science departments are added. If Biology is elected, not less than 8 undergraduate credits will be accepted.

BIO. S 5 - S 6.—General Biology. (4 points.)

This course treats with the fundamental principles of biology. It includes the structure and composition of plants and animals with a complete study of the functions of living things, relations between animals and plants; the organism. The laboratory work will include study and dissection of plants and lower animals. This course is of great help to the Secondary School teacher. The Regents' examinations will be discussed.

MARK T. CROWLEY, M.S.
Biology Building—Room 22, Lect., 1-2; Lab., 2-4.

BIO. S 106 - S 107.—Zoology. (4 points.)

This course deals with the animal kingdom only. It embraces a study of the classification of animals; the structures and functions of organs; morphology, ecology, environment, heredity and the economic importance of animals. The laboratory work will include the study of a type animal of each phylum.

MARK T. CROWLEY, M.S.
Biology Building—Room 25, Lect., 9-10; Lab., 10-12.

BIO. S 107 - S 108.—Histology and Elementary Embryology.
(Prerequisite, a course in General Biology.) (4 points.)

The course will be in Zoology and will study the composition of the animal body and the organs in terms of their vital units, the cells; the chromosomes, the basis of heredity; the origin and maturation of the germ cells, fertilization, cleavage and differentiation of tissues; the origin of the individual and the developmental process from the oosperm to the adult. Practice in microtechnique will be stressed.

REV. JOSEPH ASSMUTH, S.J., Ph.D.
Biology Building—Room 22, Lect., 9-10; Lab., 10-12.

BIO. S 109 - S 110.—General Bacteriology. (4 points.)

(Lectures alone may be taken for 2 points.)

The object of this course is to make the student familiar with the methods of detection, isolation and identification of micro-organisms. Lectures and laboratory on the forms of bacteria, their requirements for growth, and their chemical products will be held. The practical application of the manufacture of the media, staining, cultural reactions, and the principles of sterilization and disinfection are given special emphasis. The question of bacteria in disease and their importance from the economic standpoint will be considered.

WILLIAM J. BONISTEEL, Ph.C., B.S., M.A.
Pharmacy Building—Room 31, Lect., 9-10; Lab., 10-12.

BIO. S 111 - S 112.—Economic Botany. (4 points.)

This course will consider the entire plant kingdom from the standpoint of the more economic products that are derived from plants. The lectures will be illustrated with charts, actual specimens and microscopic projections. THE LABORATORY WORK WILL BE CONDUCTED IN THE FIELD and will consist in the identification of the more common plants of this region.

William J. Bonisteel, Ph.C., B.S., M.A.

(Given Summer, 1930.)

BIO. S 200 - S 201.—Botany—Special Work and Research.

The department is prepared to direct research and special work along several distinct lines, viz.: Microscopy of foods, drugs, spices, botanical micro-technique and pharmacognosy.

For information, consult the Head of the Department, Rev. Joseph Assmuth, S.J., whose office is in the Biology Building.

BIO. S 202 - S 203.—Zoology—Special Work and Research.

Special work and research may be done in zoological lines by students working for degrees.

For information, consult the Head of the Department.

CHEMISTRY

Hereafter, for undergraduate credit, no half courses (i.e., 4-credit courses) in Chemistry will be accepted. Those who wish to take these subjects in Summer may not register for other courses, and must offer 8 credits.

SC. S 6, S 7, S 8, S 9.—General Chemistry. (2 points.)

This course forms the beginning of chemical education. In it the student is taught the fundamental theories on which the structure of this important science rests. The work embraces the principal laws involved in chemical operations, symbols, nomenclature and classification of compounds, methods and practice of chemical calculations, with a rather detailed discussion of the non-metallic elements.

Walter A. Hynes, D.Sc.
Science Hall. 9-12, 1-4.

Fee, $120.00. Breakage deposit, $20.00.

SC. S 8 - S 9.—General Chemistry 2. (4 points.)

N. B.: For those only who completed Chemistry 6, 7 during the year or in Summer, 1928.

The course is largely a continuation of General Chemistry 1, deepening and extending the knowledge gained in that course, and freely applying the principles to new fields. The metallic elements and their compounds are treated at length, with special reference to Mendelejeff's periodic classification of the elements.

Francis S. Quinlan, Ph.D.
Science Hall. 9-12.

Fee, $60.00. Breakage deposit, $10.00.

SC. S 10 - S 11.—Qualitative Analysis. (4 points.)

In this course stress is laid on the determination and isolation of the metallic or baseforming elements, without considering the amounts in which they may be present. Due emphasis is given to the theoretical principles upon which the separation of these elements depends.

FRANCIS J. BROGAN, Ph.D.
Fee, $60.00. Breakage deposit, $10.00. Science Hall. 9-12.

SC. S 12 - S 13.—Quantitative Analysis. (4 points.)

The course involves the theoretical and practical study of the principles underlying the volumetric and gravimetric problems and their applications. In volumetry, a careful study of the standardization and titration by the various methods is made, such as alcalimetry and acidimetry, oxidation and reduction methods and precipitation. In gravimetry, the determination of some of the principle cations and anions is undertaken.

LEO K. YANOWSKI, M.S.
Fee, $60.00. Breakage deposit, $10.00. Science Hall. 1-4.

SC. S 14, S 15, S 16, S 17.—Organic Chemistry. (8 points.)

Generalities, discussion of the qualitative and quantitative Ultimate Analysis of organic compounds. Determination of the empirical formula. Theories governing the study of organic chemistry. Aliphatic series: hydrocarbons, halogen-derivatives, alcohols, ethers, sulphur-derivatives, nitrogen-derivatives, such as esters, amids, amino-acids and carbohydrates. These various classes of aliphatic compounds are studied from the standpoint of synthesis, behavior, structure and applications.

In the second half, a study is made of the cyclic series. Carbocyclic series: benzene and discussion of its structure, homologues of benzene, toluene, xylene, and nitration and sulphonation, nitroderivatives, reduction of nitro-compounds, amines, azo- and azoxycompounds, diazotization, Sandmeyer-reaction, coupling of diazonium-salts, azo-dyes, phenols, quinones, alcohols, aldehydes, acids, multinuclear compounds; biphenyl, diphenyl and triphenyl methane and their derivatives, dyes, naphthalene and anthracene and their most essential derivatives, anthra-quinone, alizarine, etc. Heterocyclic series: only a brief discussion of some of the most important heterocyclic compounds is endeavored: furane, furfural, thiophene, pyrol, pyridine, quinoline, indol, indigo, etc.

GEORGE BACHARACH, D.Sc.
Science Hall. 9-12, 1-4.
Fee, $120.00. Breakage deposit, $20.00.

SC. S 16 - S 17.—Organic Chemistry. (4 points.)

N. B.: This course only for those who completed SC. S 14, S 15 during year or Summer, 1928.

In the second half, a study is made of the cyclic series. Carbocyclic series: benzene and discussion of its structure, homologues of benzene, toluene, xylene, and nitration and sulphonation, nitro-

derivatives, reduction of nitro-compounds, amines, azo- and azoxy-compounds, diazotization, Sandmeyer-reaction, coupling of diazonium-salts, azo-dyes, phenols, quinones, alcohols, aldehydes, acids, multinuclear compounds; biphenyl, diphenyl and triphenyl methane and their derivatives, dyes, naphthalene and anthracene and their most essential derivatives, anthra-quinone, alizarine, etc. Heterocyclic series: only a brief discussion of some of the most important heterocyclic compounds is endeavored: furane, furfural, thiophene, pyrol, pyridine, quinoline, indol, indigo, etc.

LEO K. YANOWSKI, M.S.
Science Hall. 9-12.

Fee, $60.00. Breakage deposit, $10.00.

SC. S 18 - S 19.—Physiological Chemistry 1. (4 points.)

In this course the chemistry of the carbohydrates, fats and proteins is discussed. The greater part of the time is spent with the more practical side, such as the study of blood, urine and gastric contents. These subjects are studied from a normal as well as a pathological standpoint. An effort is made to familiarize the student with the underlying chemical technique used in the hospital laboratory.

CARL P. SHERWIN, M.D., D.Sc., Ph.D.
Science Hall. 9-12.

Fee, $60.00. Breakage deposit, $10.00.

SC. S 20 - S 21.—Physiological Chemistry. (2 points.)

This course is offered to those who wish to avail themselves of the lectures only, without at the same time taking part in the laboratory training. It is therefore identical with SC. S 18 - S 19 without the laboratory.

CARL P. SHERWIN, M.D., D.Sc., Ph.D.
Science Hall. 9-10.

Fee, $20.00.

Organic Research.

GEORGE BACHARACH, D.Sc.
9-12, 1-4.

Physiological Research.

CARL P. SHERWIN, M.D., D.Sc., Ph.D.
9-12, 1-4.

SC. S 22 - S 23.—Physiology. (4 points.)

The following subjects will be treated:

Muscle and Nerve.—Voluntary and involuntary muscle and their reaction to mechanical, thermal, chemical and electrical stimulation, etc. Ciliary movement.

Hæmodynamics.—The blood; mechanics of the circulation; the phenomena of the heart-beat; the pulse; the innervation of the heart and the blood vessels. Lymph—formation; composition, etc. Effects of respiration on circulation.

Respiratory System.—Chemistry of respiration; respiratory movements and their regulation; tissue respiration.

Digestive System.—Digestion in the mouth, the stomach and the intestines. Metabolism. Animal heat. Food and diet. The endocrine glands.

Nervous System.—The neuron; the spinal cord; reflex action; spinal shock. The brain. The autonomic system. Sensation and organs of special sense.

PETER J. CONROY, Ph.G., M.S.
Pharmacy Building 1. 2-4.

Fee, $30.00.

SC. S 24.—Physiology of the Nervous System. (2 points.)

Nervous System and Its Functions.—A practical course for students who intend to study psychology. The nervous system will be considered from the standpoint of its development and its structure and functions in the adult. Each part of the nervous system will be studied separately and its special functions in the nervous system working as a whole will be demonstrated fully.

PETER J. CONROY, Ph.G., M.S.
Pharmacy Building 1. 10-11.

PHYSICS

REV. JOHN J. LYNCH, S.J., WILLIAM P. HURLEY, WILLIAM MCNIFF

UNDERGRADUATE

PHYS. S 1.—Mechanics, Heat, Electricity, Sound and Light. (8 points.)

A general college course of three lecture and one laboratory period a week for thirty weeks, covering requirements for B.A. degree. Text: Weld and Palmer, *Modern Physics,* Chapters 1-17 inc.; Fordham University *Laboratory Manual, Volume 1.*

Lectures: Daily, 9-11.40.
Laboratory: Daily, two hours.

July 1 to July 19.

Fee, $50.00.

PHYS. S 2.—Mechanics and Sound. (6 points.)

A general college course of two lecture and one laboratory period a week for thirty weeks, covering requirements for B.S. in General Science course in Freshman class. Text: Weld and Palmer, *Modern Physics,* Chapters 18-32 inc.; Fordham University *Laboratory Manual, Volume 2.*

Lectures: Daily, 9-11.40.
Laboratory: Daily, two hours.

July 22 to August 10.

Fee, $50.00.

PHYS. S 3.—Light, Heat and Electricity. (8 points.)

Covering three lectures and one laboratory period for thirty weeks, covering physics requirements for B.S. degree—Sophomore class.

GENERAL SCIENCE

GEN. SCI. S 1. (4 points.)

Lecture course treating in popular style the general principles of physics, chemistry and biology.

Ten lectures a week for six weeks.

PETER J. CONROY, Ph.D., M.S.
Pharmacy Building. 1-3.

GEN. SCI. S 2 - S 3.—History of Living Things on Earth. (2 points.)

Explanation of the logical theories of the origin of the earth, structure of the globe, the rocks and fossils. Environment and conditions that caused and are causing the extinction of many species of animals. The "phylogenic series" and its weight as a rational scientific theory. The animals of to-day and their place in nature.

MARK T. CROWLEY, M.S.
Biology Building 22. 11-12.

THE

Catholic Summer School of America

IN CO-OPERATION WITH

FORDHAM UNIVERSITY

Summer Courses

July 1 to July 27, 1929

AT

CLIFF HAVEN

ON LAKE CHAMPLAIN, N. Y.

FACULTY

REV. WILLIAM J. DUANE, S.J.
President, Fordham University

REV. MILES J. O'MAILIA, S.J.
Dean, Fordham University Graduate School

MAURICE E. ROGALIN, Ph.D.
Director, Cliff Haven Courses

MISS ADRIENNE M. MICHAUD
Assistant for Cliff Haven Courses

Eugene A. Colligan, Ph.D.	*History*
Paul A. Kennedy, Ph.D.	*English*
Eugene Knight Lowe, A.B.	*French and Spanish*
Rev. John S. Middleton, Ph.D.	*Philosophy*
James M. O'Gorman, Ph.D.	*Education*
Alexander J. O'Neil, M.A.	*English*
Miss Agnes Clune Quinlan	*Music*
Maurice E. Rogalin, Ph.D.	*Education*
John A. Ryan, Ph.D.	*Philosophy*
William J. Ryan, J.S.D.	*History*

The Catholic Summer School of America will open its 1929 Summer Courses, conducted in co-operation with Fordham University, on Monday, July 1, and continue to Saturday, July 27, 1929, at Cliff Haven, on Lake Champlain, N. Y. Courses will be given for men and women in the subjects hereafter specified.

Each course will consist of thirty class hours. Classes are held daily except Sunday.

Written examinations will be held at the close of the session.

The courses are designed for the following classes:

1. Those desirous of completing their work for college entrance requirements.
2. Candidates for the baccalaureate degree who desire to shorten the period of residence or to make up deficiencies.
3. Teachers in elementary or secondary schools wishing courses in some special branches, or for advancement.
4. Candidates for higher degrees.

REGISTRATION:

No entrance examination is required, provided that all entrance requirements demanded by the University have been properly fulfilled in an accredited high school or academy. As the work is conducted by Fordham University, it must meet its standards. Requirements for B.A. and B.S. degrees, together with regulations for Graduate degrees, will be found in the general catalogue of Fordham University. (Sent on request.)

No work will be credited towards Graduate degrees unless, before the work is undertaken, it has been approved by the committee in charge.

Detailed requirements for all undergraduate degrees conferred by Fordham University may be had on application to the Registrar. Students working for such degrees at this University will inform themselves of these requirements, as credit for courses not demanded for such degrees cannot receive credit by substitution. Registration for a course does not imply that such work will be accepted towards a degree.

Registrations for Summer Session should be completed by July 1. Positively no changes in classes will be accepted after July 5. For the purpose of relieving the unpleasant congestion and delay inevitable in a short period of personal registration, registration by mail is suggested.

Registration blanks and instructions may be had upon application any time after the publication of this catalogue, and registration by mail will be open until June 28.

Students are urged to take advantage of this arrangement and avoid having to stand in line. At the same time, they are urged to consider carefully what courses they wish to take, and to register correctly, so that later changes will not be necessary. Students who are in doubt about their courses should correspond at once with the Director, or with the Executive Secretary. Last minute consultations and last minute changes of program mean confusion, annoyance, and loss of time. Registration in person will be accepted up to June 28 at the office of the Executive Secretary, Charles A. Webber, 44 Court Street, Brooklyn, N. Y. (Brooklyn Borough Hall Subway Station), and on June 29 and after at Cliff Haven, N. Y.

ADVANCE REGISTRATIONS:

Those registering in advance will be alloted choice of rooms in order of registration, provided $25 is paid on account at time of registering.

RESIDENCE:

All students must reside on the School grounds, unless in actual residence at their regular homes in the neighborhood. This does not apply to religious.

LODGING, MEALS, TUITION:

Guests at the Catholic Summer School lodge in large cottages and all eat at a central dining hall. Students for the Summer Courses will be exactly on the same footing as all guests of the School as regards lodging and meals and all general privileges, rooming in the same cottages and eating at the same tables. The special rates offered to students are for two in a room. Larger rooms, to accommodate three or four, may be had for those desiring them. All rooms have hot and cold water.

The entire charge for the session of four weeks is $190. This includes registration fee, lodging, meals and tuition for any number of courses.

Students may arrive Saturday, June 29, and all leave after lunch, Saturday, July 27.

For those in residence at *bona fide* homes or private cottages on the School grounds, a registration fee of $5 will be charged and $10 for each point.

All fees must be paid at or before the time of registration. Checks or Money Orders should be made payable to Catholic Summer School.

Office Hours of the Director:

10.10-11.10 and 12.20-1.20

COURSES FOR 1929 SESSION

EDUCATION

EDUC. S 336.—Seminar. (2 points.)

Open to properly qualified graduate students for the study of special problems.

MAURICE E. ROGALIN, Ph.D.
Room 3. 11.15.

EDUC. S 102A.—History of Education. (2 points.)

A general survey of the History of Education from ancient times down to the present time. Particular attention will be given to the more important topics which require detailed and careful study. Reference Book: *A History of Education,* Vols. I, II.—Pierre Marique. (Fordham University Press.)

JAMES O'GORMAN, Ph.D.
Room 4. 9.05.

EDUC. S 106C.—Educational Psychology. (2 points.)

The course considers original nature, instinctive behavior, individual differences, habit formation, memory, imagination, thinking. Problem of transfer of training, measuring result of achievement.

MAURICE E. ROGALIN, Ph.D.
Room 3. 8.00.

EDUC. S 112C.—Educational Measurements. (2 points.)

This course will survey the present-day movement in standardized tests. The uses and limitations of intelligence, achievement, diagnostic, prognostic tests will be investigated. The elements of statistics necessary for an understanding of standardized tests will be included.

MAURICE E. ROGALIN, Ph.D.
Room 3. 9.05.

EDUC. S 102G.—Principles of Secondary Education. (2 points.)

This course will aim to present knowledge of the needs and aptitudes of youth, with the accompanying effects upon courses of study, general method, discipline, outside activities and related topics. It will aim to show, further, that the guiding principles of secondary education should naturally be an outgrowth of study of the psychology of adolescence.

JAMES O'GORMAN, Ph.D.
Room 2. 12.20.

EDUC. S 122G.—Modern Tendencies in Education. (2 points.)

This course will investigate the more recent movements in school administration, management, methods of teaching and supervision and instruction.

PAUL A. KENNEDY, Ph.D.
Room 2. 9.05.

EDUC. S 102K.—Methods of Teaching. (2 points.)

Principles of teaching considered as an art; types of lessons; modern objectives in education and the adaptation of methods suitable for their attainment; practical applications for teachers and supervisors.

PAUL A. KENNEDY, Ph.D.
Room 3. 12.20

ENGLISH

ENG. S 22.—History of English Literature A. (2 points.)

From Beowulf to the Restoration. The development of prose and poetry. The growing interest in the drama. Shakespeare. Poetic and dramatic study and analysis of *Macbeth, As You Like It, The Tempest.*

ALEXANDER J. O'NEIL, M.A.
Room 4. 8.00.

ENG. S 24.—History of English Literature B. (2 points.)

From the Restoration to the present time. The classical, romantic and realistic schools. The development of the novel and the essay. Reading and study of the prose writers of the XVIIIth and XIXth centuries.

Study and application of the principles of style and literary criticism. Written exercises in prose composition.

ALEXANDER J. O'NEIL, M.A.
Room 4. 10.10.

ENG. S. 102.—English Literary Criticism. (2 points.)

The course in literary criticism presents material in English literature from 1700 upon which sound principles of criticism may be built, and which illustrate the principles. The principles are drawn from the obvious practice of the writers' accepted standing.

PAUL A. KENNEDY, Ph.D.
Room 4. 11.15.

ENG. S 182.—Contemporary English and American Literature. (2 points.)

A study of the literature and literary movements in the United States, Great Britain and Ireland since 1914; their origins and the principal writers.

ALEXANDER J. O'NEIL, M.A.
Room 4. 12.20.

HISTORY

HIST. S 162 - S 163.—History of Modern Europe. (4 points.)

The rise of democracy and nationality in modern Europe. The aftermath of the revolution in France, Portugal, Spain, Italy, Germany and Austria. Rise of Germany and Italy. Present problems.

EUGENE A. COLLIGAN, Ph.D.
Room 5. 11.15-1.20.

HIST. S 178.—History of the United States: Reconstruction Period to the Present. (2 points.)

Rise of the United States as a world power; appearance of new problems (social, economic, political, etc.) and their solution.

WILLIAM J. RYAN, J.S.D.
Room 2. 11.15.

HIST. S 182.—History of Latin America. (2 points.)

The rise of Hispanic-American Republics: relations with each other, with Europe and with the United States, 1808 to date. Monroe Doctrine; Pan-Americanism; present situation.

EUGENE A. COLLIGAN, Ph.D.
Room 5. 9.05.

HIST. S 196.—The American Party System. (2 points.)

The rise and development of political parties in the United States. Principles and platforms. The Third Party movement. Political party machinery in operation. The "Bloc." Comparison and contrast with European systems.

EUGENE A. COLLIGAN, Ph.D.
Room 5. 8.00.

HIST. S 198.—International Relations. (2 points.)

A study of the problems of nationalism, internationalism, imperialism, and settlement of international conflicts. European alliances since 1870; balance of power; struggle for markets; militarism and navalism. Influence of foreign investments. International peace organizations and movements. Lectures, reports, discussions.

WILLIAM J. RYAN, J.S.D.
Room 5. 10.10.

MODERN LANGUAGE

Courses in Elementary, Intermediate or College FRENCH or SPANISH will be given according to the wishes of the students. The size of enrollment will determine the nature of the course. The hours are 8.00-9.00 in Room 2 and 1, 10.10-11.10 in Room 3.

MUSIC

The Teaching of Music in Junior and Senior High Schools.

This course will consider such topics as music material, condition of voices, music appreciation, history of music, organization of chorus and orchestra, theory and harmony, conducting, class instruction in vocal and instrumental music.

AGNES CLUNE QUINLAN.
Room 3. 10.10.

PHILOSOPHY

PHIL. S 12.—Logic. (2 points.)

Fundamental rules for correct thinking. Nature, sources and criteria of truth and certitude.

Rev. John S. Middleton, Ph.D.
Room 1. 8.00.

PHIL. S 34.—General Ethics. (2 points.)

Ethics; its nature, object, necessity. Beatitude. Morality of volitional acts. The determinants of morality. The eternal law. The natural law.

John A. Ryan, Ph.D.
Room 1. 9.05.

PHIL. S 106.—Social Ethics. (2 points.)

Man a social being, morality of society; conjugal society, the marriage contract, divorce; parental society; industrial society, private ownership, socialism, wages, the living, minimum wage, strikes, boycotts, unions, civil society, origin, authority; the State not an end in itself; its primary and secondary purposes; the Church and State; their respective spheres, their relations; nations and the moral law, international law.

Rev. John S. Middleton, Ph.D.
Room 1. 10.10.

PHIL. S 114.—History of Modern Philosophy. (2 points.)

Descartes; occasionalism, ontologism; pre-established harmony; pantheism. Locke, Berkeley and Hume; developments of English philosophy; empiricism; positivism; rationalism; ontological agnosticism; empirico-intellectualism. Kant, Fichte, Schilling, Hegel, Schopenhauer, Nietzsche, Evolution.

John A. Ryan, Ph.D.
Room 1. 11.15.

PHIL. S 144.—Psychology of Religion. (2 points.)

An analysis of the rational basis of the religious relationship. How far can pure intelligence and reason go in the establishment of objective religion? Starting with these metaphysical notions, an examination of the fundamental means of the religious union, viz., prayer. The psychological value of mortification. Testimonies of non-Catholic thinkers. Is there a mysticism, philosophically and psychologically defensible? Has the contemplative life any practical value?

Rev. John S. Middleton, Ph.D.
Room 1. 12.20.

SCHEDULE OF LECTURES OF GENERAL PROGRAM

The cultural lectures and entertainments given for many years by the Board of Studies of the Catholic Summer School of America will be maintained. No credit for degrees is attached to these lectures.

Sunday, June 30, 8.15 p.m. Formal opening of the thirty-eighth session by the Reverend Francis P. Duffy, D.D., President of Catholic Summer School of America.

First Week—July 1 to 5

Four evening lectures:

SCENES FROM SHAKESPEARE—IN COSTUME.

HERBERT RANKIN AND BETTY MURRAY,
Formerly with Cyril Maud's Dramatic Company.

Second Week—July 8 to 12

Five morning lectures:

CATHOLIC CURRENTS IN AMERICAN LITERATURE.

1. Catholicism and Romanticism.
2. The Dream of Europe: Henry W. Longfellow.
3. The Problem of Evil: Nathaniel Hawthorne.
4. The Appeal of the Mediæval: Henry Adams.
5. Catholicism and Humanism.

WALTER V. GAVIGAN, M.A., College of New Rochelle, N. Y.

Two evening lectures (illustrated):

THE HOLY LAND.

MARY WERNER ROBERTS, LL.D., Boston, Mass.

Two evening lectures:

LITERARY CONVERT WOMEN.

1. Lady Georgiana Fullerton, Lady Herbert of Lea, Adelaide Anne Proctor, Eliza Allen Starr, Mary A. Tincker, Emma Forbes Cary, Mother Francis Raphael, O.S.D., Susan L. Emery.
2. Angelique DeLande, Christian Reid, Alice J. Hayes, Rosalie Marie Levy, Julia Gorham Robins, Mother Alphonsa (Rose Parsons Lathrop), Cynthia Stockley, Justine Bayard Ward.

MRS. ANNETTE DRISCOLL, Everett, Mass.

Third Week—July 15 to 19

Five morning lectures:

THE CO-ORDINATION OF MODERN SCIENCE, HISTORY, LITERATURE AND ART.

1. Scientific Foundations of History, Art and Literature.
2. Changing Demands Upon Catholics.
3. The Negative Side of Science.
4. and 5. Co-ordinating Modern Science, History, Literature and Art.

EDWARD J. K. MENGE, Ph.D., D.Sc.,
Marquette University, Milwaukee, Wis.

Four evening song recitals:

FREDERIC JOSLYN, Baritone, New York.
Conductor of Music, Fordham University
and former teacher New England Conservatory of Music.

Fourth Week—July 22 to 26

Five morning lectures:

THE SOCIAL PRINCIPLES OF THE GOSPEL.

Abbé Alphonse Lugan,
Paris, France.

Five morning lectures:

INDIA—A SOJOURNER'S TESTIMONY.

1. The Soul of India.
2. The Wound of India.
3. The Heart of India.
4. The Altars of India.
5. The Dream of India.

Rev. John B. Delaunay, C.S.C.,
Holy Cross Foreign Mission Society, Washington, D. C.

Four evening lectures:

DRAMA.

Joseph I. Whelan, M.A.,
Boston, Mass.

Fifth Week—July 29 to August 2

Four evening lectures:

EFFECTS OF THE WAR ON THE CATHOLIC CHURCH.

Rev. Francis P. Duffy, D.D.,
President, Catholic Summer School of America.

Five morning lectures:

ANGLICANISM AT THE CROSSROADS.

1. Historical Background for the Present Crisis.
2. Practical Working-out of State Supremacy.
3. Revival of Religion in the Oxford Movement.
4. Rise of the Anglo-Catholic Party.
5. The Debacle.

Rev. Michael Andrew Chapman, Editor, *The Acolyte,*
Huntington, Ind.

Five morning lectures:

1. The Modern Hospital—A World in Little.
2. The Sisters' Hospitals in the United States and Canada.
3. The Public Service and Widespread Influence of Hospitals.
4. The Catholic Medical Mission Board.
5. International Catholic Guild of Nurses.

Rev. Edward F. Garesche, S.J.
Director, Catholic Medical Mission Board.

Sunday August 4

Special Song Recital by JOHN CARROLL, Baritone, New York.

Assisted by AGNES CLUNE QUINLAN, Musical Director of Catholic Summer School of America.

Sixth Week—August 5 to 9

First series of Sociological lectures under the direction of Very Rev. William J. Kerby, S.T.L., Ph.D., Editor of the *Ecclesiastical Review*. Five morning lectures:

IMMIGRATION PROBLEMS.

BRUCE MOHLER, Bureau of Immigration, National Catholic Welfare Conference, Washington, D. C.

Five morning lectures:

THE TEMPORAL POWER OF THE POPES AND THE RESURGENCE OF CATHOLIC SOCIAL ACTION THROUGHOUT THE WORLD.

This course will study the Papacy meeting the shock of the modern mind, and will analyze the resultant social action of Catholic-college men and women throughout the world:

A. *How Eight Men Have Moulded the Social Mind of the Modern World.* The "Big Four"; Luther—and the disintegration of Protestant belief; Kant—agnostic subjectivism and philosophic despair; Darwin—and the Darwinian propaganda of materialistic evolution; Marx—socialism and industrial agitation. Scarcely lesser lights: Bacon—physical science and our machine civilization; Rousseau—and godless democracy in a century of revolution; Adam Smith —*laissez-faire,* individualism and industrial autocracy in a democratic age; Herbert Spencer—pan-evolution and the application of materialistic biology and psychology to the fields of sociology and education.

B. *How the Papacy has Absorbed the Social Shock of the Modern World.* Pius IX. and the reassertion of the spiritual authority of the Church: the syllabus, infallibility and the Vatican decrees; Leo XIII. and the reassertion of the rôle of reason in philosophy, education, political science and economics; Pius X. and the reassertion of doctrinal revelation and the devotional life of the Church: modernism, the liturgy and social devotion; Pius XI. and the reassertion of Catholic social action: the Temporal Power and the Social Reign of Christ the King.

C. *How the Papacy has Inspired the Catholic-College Mind, the World over, to Inaugurate the Social Reign of Christ the King.* The lay apostolate and lay co-operation in EDUCATIONAL ACTIVITIES: colleges and parochial schools, the press, social service schools, study groups, "boyology" courses, catechetical instruction leagues, adult education and correspondence schools, apologetic bureaus, radio and the apostolate of the air; SOCIAL-REFORM ACTIVITIES: salvaging the broken home and the empty home, charitable care of dependents, defectives and delinquents, court work and probation, the St. Vincent de Paul

and Holy Name Societies, Knights of Columbus and other fraternal organizations, settlement houses, the clean-theatre campaign, popularization of Catholic art, Catholic-welfare conventions, industrial conferences, social legislation, immigration, temperance, reform, rural-life reform, international peace and conciliation; RELIGIOUS ACTIVITIES: the liturgy and social devotion, the *Missa Recitata,* frequent Communion, laymen's retreats, the Apostleship of Prayer, home and foreign missionary endeavor, and the Sodality movement in the United States.

1. The Historical Setting of the Temporal Power of the Popes.
2. Mussolini and the Temporal Power.
3. The Social Significance of the Temporal Power.
4. The Papacy, Catholic Action, and the Catholic-College Mind.
5. Pius XI. and the Social Reign of Christ in the United States.

GEORGE HERMANN DERRY, Ph.D.,
President, Marygrove College, Detroit, Mich.
(Alumnæ Auxiliary Association Course.)

Two evening song recitals:

JOHN CARROLL, Baritone, New York.

Two evening dramatic reviews:

THE ROMANCE OF REAL LIFE.

1. Andre Maureis's fascinating biography—*Disraeli.* (The true love story of "Dizzy" and his wife, Mary Ann.)
2. Daniel Henderson's extremely fine American biography—*The Golden Bess.* (The true version of the famous love story of Elizabeth Patterson and Jerome Bonaparte.)

FREDERICK PAULDING, Litt.D. (Holy Cross College, Worcester, Mass.), Rutherford, N. J.

Sunday evening, August 11

Dr. Paulding has offered his services for a benefit for the Summer School Fund and will give by request his review of Sir Philip Gibbs' powerful novel of modern life and conditions, *The Age of Reason;* a scathing arraignment of modern scientific education. The sensation of recent "best-sellers!"

Seventh Week—August 12 to 16

Second week of Sociological lectures. Five morning lectures:

THE WHIRL OF MODERN LIVING.

1. Death Through Progress.
2. The Cultural Avalanche.
3. Educational Asphyxiation.
4. The World Made Safe for Criminals.
5. The Irreducible Minimum.

LEONORA ARENT, Ph.D., Fort Dodge, Iowa, Author of *Electric Franchises in New York City, Poems,* etc.

Five morning dramatic reviews:

LESSONS IN THE LAUGHTER OF SOME GREAT PLAYS FOR ONE CLASS PERIOD.

1. Richard Brinsley Sheridan's *The School for Scandal.*
2. Bulwer-Lytton's *Money.*
3. Charles Reade's *Masks and Faces.*
4. Oscar Wilde's *Lady Windemere's Fan.*
5. Clyde Fitch's *The Climbers.*

FREDERICK PAULDING, Litt.D. (Holy Cross College, Worcester, Mass.), Rutherford, N. J.

Two evening lectures:

TEACHING RELIGION TO THE YOUNG.

1. Needs and Aims.
2. Methods.

REV. JOHN K. SHARP, Holy Name Church, Brooklyn, N. Y.

Two evening piano recitals:

CURRENT EVENTS IN MUSIC.

AGNES CLUNE QUINLAN, Philadelphia, Pa.

Eighth Week—August 19 to 23

Third week of Sociological lectures. Five morning lectures:

LITERATURE AND THE PSYCHOLOGICAL INTERPRETATION OF CHARACTER.

1. Shelley's Plan of Life and Father Complex.
2. The Driving Forces of Shelley's Life.
3. The Compensations of Shelley and an Evaluation of His Character.
4. Psychology and Life Illustrated by the Mental Mechanisms of Joyce Kilmer.
5. A Psychological Interpretation of Francis Thompson and the *Hound of Heaven.*

DOM THOMAS VERNER MOORE, O.S.B., Professor of Psychology, Catholic University, Washington, D. C.

Five morning lectures:

THE MODERN LIGHTS THAT FAILED.

1. Rene Descartes—The Frenchman.
2. John Locke—The Englishman.
3. George Berkeley—The Irishman.
4. David Hume—The Scotchman.
5. Emmanuel Kant—The German.

But Christ—"The Light of the World"—has not failed.

REV. MICHAEL J. MAHONY, S.J., Fordham University, New York.

Two evening lectures:

1. The Story of American Drama.
2. The Newer American Poetry.

KATHERINE BREGY, Litt.D., Philadelphia, Pa.

Two evening lectures:

THE CATHOLIC CHURCH AND LIBERTY.

RT. REV. MGR. JOHN P. CHIDWICK, D.D., New York.

Two evening piano recitals:

AGNES CLUNE QUINLAN, Philadelphia, Pa.,
Musical Director, Catholic Summer School of America.

Ninth Week—August 26 to 30

Fourth week of Sociological lectures. Five morning lectures:

THE EFFECT OF NATIONALISTIC SOCIAL CONSCIOUSNESS IN EDUCATION: A COMPARATIVE STUDY.

1. In France—Major Movements Since the French Revolution.
2. In Germany—The Empire—and the Republic.
3. In England—A Century of Reforms.
4. In the United States.
5. What Promises the Future?

FREDERICK J. GILLIS, M.A., M.F.S., Professor of Education,
Teachers' College of the City of Boston.

Five morning lectures:

CHRISTIAN ETHICS.

1. Meaning and Importance of Ethics.
2. Various Standards of Morality.
3. Natural Law and Conscience.
4. Ethics and the Ideal of Christian Character.
5. Ethics and Education of Children.

REV. MILES J. O'MAILIA, S.J., Dean,
Fordham University, Manhattan Division, New York City.

Four evening lectures:

THE CENTENARY OF CATHOLIC EMANCIPATION.

1. The Penal Laws in England and Ireland.
2. The Catholic Church as Anti-Christ.
3. The Struggle for Emancipation.
4. The Anti-Catholic Movements in America and the Reaction Coming with Knowledge of the Church.

JAMES J. WALSH, M.D., Ph.D., New York.

Tenth Week—September 2 to 6

Five morning lectures:

PROBLEMS OF PSYCHOLOGY IN EVERY-DAY LIFE.

1. History and Development of Modern Psychology.
2. Behaviorism and Its Dangers.
3. Psychological Gold Bricks of To-day.
4. Importance of Religion as a Basis for Child Psychology and Character Development.
5. The Vital Need and Significance of a Rational Program in Mental Hygiene.

JAMES M. O'GORMAN, A.M., D.Sc., Hunter College, New York.

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